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ABSTRACT

This report encompasses the results of two 1974-75 testing programs: (1) the Florida Statewide Assessment Program of communication skills and mathematics, administered to pupils in grades 3, 6, and 9, and (2) the countywide testing program involving the Stanford Achievement Test, a national standardized test administered to pupils in grades 1-12. These programs differ with respect to the types of instruments utilized, the use of their results, and their geographic scope. The body of the report is divided into several sections. In the first section, a summary and interpretation of the district wide results is presented in a question and answer format. Attempts have also been made to anticipate the major questions the typical reader might ask and to provide answers in as simple a form as possible. Following this section are the major sections on the district results for the State Assessment and Stanford, or district-wide, program. Tables denoting the by-grade and by-subject area results are presented here. (Author/DEP)

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ACHIEVEMENT IN DADE COUNTY PUBLIC SCHOOLS 1974-75

2

IM005 101

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TABLE OF CONTENTS

	Page
INTRODUCTION AND SUMMARY	1
FLORIDA STATEWIDE ASSESSMENT PROGRAM, 1974-75	19
OVERVIEW	21
Dade County Results	23
Highlights of Results - Communication Skills	24
Highlights of Results - Mathematics Skills	24
Table 1. - Percent of Students Achieving Skills Objectives, 1974-75	26
Table 2. - Average Percentage of Dade Students Achieving Communication and Mathematics Objectives, 1974-75 vs. 1973-74	27
Table 3. - Average Percentage of Dade and State Students Achieving Communication and Mathematics Skills Objectives, 1974-75 vs. 1973-74	28
DISCUSSION OF RESULTS	29
INTERPRETATION OF RESULTS FOR CURRICULAR PLANNING	31
Curriculum Implications	31
COUNTYWIDE TESTING PROGRAM - STANFORD ACHIEVEMENT TEST	35
1974-75 OVERVIEW OF THE COUNTYWIDE TESTING PROGRAM	37
Description of Tests	37
Interpretation of Results	38
DESCRIPTION OF RESULTS PROVIDED	41
Student Trends	41
Staff Trends	42
Organizational Trends	43
Achievement Results	44

TABLE OF CONTENTS (Continued)

Page

DISCUSSION OF COUNTYWIDE ACHIEVEMENT RESULTS AND RELATED INFORMATION 49

Highlights of Results for 1974-75 50
Comparison of Results for 1973-74 and 1974-75 51
Results for Pupils in Attendance for Two or More Years 53
Table 4. - Countywide Administrative Information 57
Table 5. - Results of the 1975 Spring Tests - Reading Comprehension Scores 58
Table 6. - Results of the 1975 Spring Tests - Mathematics Computation Scores . . . 59
Table 7. - Results of the 1975 Spring Tests - Mathematics Concepts Scores 60
Table 8. - Comparison of Mean Results for 1974 and 1975 - New Stanford Reading and Mathematics Scores 61
Table 9. - By-Grade Gains for Pupils Tested in Both 1973-74 and 1974-75 62

LIST OF SCHOOLS

ELEMENTARY

Air Base Elementary 6-1

Allapattah Elementary 4-1

Arcola Lake Elementary 3-1

Auburndale Elementary 4-2

Avocado Elementary 6-2

Banyan Elementary 5-1

Bay Harbor Elementary 1-1

Bel-Aire Elementary 6-3

Bethune Elementary 4-3

Biscayne Elementary 1-2

Biscayne Gardens Elementary 1-3

Blanton, Van Elementary 3-2

Blue Lakes Elementary 5-2

Brentwood Elementary 2-1

Bright Elementary 3-3

Broadmoor Elementary 3-4

Bryan, W. J. Elementary 1-4

Buena Vista Elementary 4-4
Bunche Park Elementary 2-2
Caribbean Elementary 6-4
Carol City Elementary 2-3
Carver Elementary 4-5
Citrus Grove Elementary 4-6
Coconut Grove Elementary 4-7
Colonial Drive Elementary 6-5
Comstock Elementary 4-8
Cooper Elementary 6-6
Coral Gables Elementary 4-9
Coral Park Elementary 5-3
Coral Reef Elementary 6-7
Coral Terrace Elementary 5-4
Coral Way Elementary 4-10
Crestview Elementary 2-4
Curtiss, Glenn Elementary 3-5
Cutler Ridge Elementary 6-8
Cypress Elementary 5-5

Dade Elementary 4-11
Douglas Elementary 4-12
Drew Elementary 3-6
Dunbar Elementary 4-13
DuPuis Elementary 2-5
Earhart Elementary 2-6
Earlington Heights Elementary 4-14
Edison Park Elementary 3-7
Emerson Elementary 5-6
Evans Elementary 3-8
Everglades Elementary 5-7
Fairchild Elementary 5-8
Fairlawn Elementary 5-9
Fienberg Elementary 1-5
Flagami Elementary 5-10
Flagler Elementary 4-15
Flamingo Elementary 2-7
Floral Heights Elementary 4-16
Florida City Elementary 6-9

Franklin Elementary 3-9
Fulford Elementary 1-6
Gladeview Elementary 3-10
Golden Glades Elementary 2-8
Goulds Elementary 6-10
Gratigny Elementary 1-7
Greenglade Elementary 5-11
Greynolds Park Elementary 1-8
Gulfstream Elementary 6-11
Hialeah Elementary 3-11
Hibiscus Elementary 1-9
Highland Oaks Elementary 1-10
Highland Park Elementary 4-17
Holmes Elementary 3-12
Howard Drive Elementary 6-12
Ives Elementary 1-11
Johnson Elementary 3-13
Kendale Elementary 5-12
Kensington Park Elementary 4-18

Kenwood Elementary 5-13
Key Biscayne Elementary 4-19
King Elementary 3-14
Kinloch Park Elementary 4-20
Lake Stevens Elementary 2-9
Lakeview Elementary 3-15
Leewood Elementary 5-14
Leisure City Elementary 6-13
Lewis Elementary 6-14
Liberty City Elementary 3-16
Little River Elementary 3-17
Lorah Park Elementary 3-18
Ludlam Elementary 5-15
Martin Elementary 5-16
Meadowlane Elementary 2-10
Melrose Elementary 4-21
Merrick Elementary 4-22
Miami Gardens Elementary 2-11
Miami Heights Elementary 6-15

Miami Lakes Elementary 2-12
Miami Park Elementary 3-19
Miami Shores Elementary 3-20
Miami Springs Elementary 3-21
Milam Elementary 2-13
Miramar Elementary 4-23
Morningside Elementary 3-22
Moton Elementary 6-16
Myrtle Grove Elementary 2-14
Naranja Elementary 6-17
Natural Bridge Elementary 1-12
Norland Elementary 1-13
North Beach Elementary 1-14
North Carol City Elementary 2-15
North County Elementary 2-16
North Glade Elementary 2-17
North Hialeah Elementary 2-18
North Miami Elementary 1-15
North Twin Lakes Elementary 2-19

Norwood Elementary 1-16
Oak Grove Elementary 1-17
Ojus Elementary 1-18
Olinda Elementary 3-23
Olympia Heights Elementary 5-17
Opa Locka Elementary 2-20
Orchard Villa Elementary 3-24
Palmetto Elementary 6-18
Palm Lakes Elementary 2-21
Palm Springs Elementary 2-22
Palm Springs North Elementary 2-23
Parkview Elementary 2-24
Parkway Elementary 1-19
Perrine Elementary 6-19
Pharr Elementary 4-24
Pinecrest Elementary 6-20
Pine Villa Elementary 6-21
Poinciana Park Elementary 3-25
Primary School C 3-26

Rainbow Park Elementary 2-25
Redland Elementary 6-22
Redondo Elementary 6-23
Richmond Elementary 6-24
Riverside Elementary 4-25
Rockway Elementary 5-18
Royal Green Elementary 5-19
Royal Palm Elementary 5-20
Sabal Palm Elementary 1-20
Santa Clara Elementary 4-26
Scott Lake Elementary 2-26
Seminole Elementary 5-21
Shadowlawn Elementary 3-27
Shenandoah Elementary 4-27
Silver Bluff Elementary 4-28
Skyway Elementary 2-27
Snapper Creek Elementary 5-22
South Beach Elementary 1-21
South Hialeah Elementary 3-28

South Miami Elementary 5-23
South Miami Heights Elementary 6-25
Southside Elementary 4-29
Springview Elementary 3-29
Sunset Elementary 4-30
Sunset Park Elementary 5-24
Sylvania Heights Elementary 5-25
Treasure Island Elementary 1-22
Tropical Elementary 5-26
Tucker Elementary 4-31
Twin Lakes Elementary 2-28
Village Green Elementary 5-27
Vineland Elementary 5-28
Walters, Mae Elementary 2-29
West Dunbar Elementary 4-32
West Homestead Elementary 6-26
West Laboratory Elementary 4-33
West Little River Elementary 3-30
Westview Elementary 3-31

Wheatley Elementary 4-34
Whispering Pines Elementary 6-27
Young Elementary 3-32

JUNIOR HIGH

Allapattah Junior High 4-35
Brownsville Junior High 4-36
Carol City Junior High 2-30
Carver Junior High 4-37
Citrus Grove Junior High 4-38
Cutler Ridge Junior High 6-28
Drew Junior High 3-33
Filer Junior High 2-31
Fisher Junior High 1-23
Glades Junior High 5-29
Hialeah Junior High 2-32
Homestead Junior High 6-29
Jefferson Junior High 1-24
Kennedy Junior High 1-25
Kinloch Park Junior High 4-39

Lee Junior High 4-40
Madison Junior High 3-34
Mann Junior High 3-35
Mays Junior High 6-30
Merritt Junior High 4-41
Miami Edison Middle 3-36
Miami Springs Junior High 3-37
Nautilus Junior High 1-26
Norland Junior High 1-27
North Dade Junior High 2-33
North Miami Junior High 1-28
Palm Springs Junior High 2-34
Palmetto Junior High 6-31
Parkway Junior High 2-35
Ponce de Leon Junior High 4-42
Redland Junior High 6-32
Richmond Heights Junior High 5-30
Riviera Junior High 5-31
Rockway Junior High 5-32
Shenandoah Junior High 4-43

16

South Miami Junior High 5-33

Washington Junior High 4-44

West Miami Junior High 5-34

Westview Junior High 3-38

SENIOR HIGH

Coral Gables Senior High 4-45

Hialeah Senior High 2-36

Hialeah-Miami Lakes Senior High 2-37

Miami Beach Senior High 1-29

Miami Carol City Senior High 2-38

Miami Central Senior High 3-39

Miami Coral Park Senior High 5-35

Miami Edison Senior High 3-40

Miami Jackson Senior High 4-46

Miami Killian Senior High 5-36

Miami Norland Senior High 1-30

Miami Northwestern Senior High 3-41

Miami Palmetto Senior High 6-33

Miami Senior High 4-47

Miami Springs Senior High 3-42
North Miami Senior High 1-31
North Miami Beach Senior High 1-32
South Dade Senior High 6-34
South Miami Senior High 5-37
Southwest Miami Senior High 5-38

18

INTRODUCTION
AND
SUMMARY

This report encompasses the results of two 1974-75 testing programs: (1) the Florida Statewide Assessment Program of communication skills and mathematics, administered to pupils in grades 3, 6 and 9, and (2) the countywide testing program involving the Stanford Achievement Test, a national standardized test administered to pupils in grades 1-12. These programs differ with respect to the types of instruments utilized, the use of their results, and their geographic scope.

The body of the report is divided into several sections. In the remainder of the current section, a summary and interpretation of the district-wide results is presented in a question and answer format. The questions and answers serve two general purposes. First, they provide the reader with the essential background necessary to read the remaining and more technical sections of the report. Second, they attempt to summarize the major results and the conclusions drawn from the achievement scores.

Attempts have also been made to anticipate the major questions the typical reader might ask and to provide answers in as simple a form as possible. Achievement results and their interpretation are, however, relatively complex phenomena, and for this reason even this summary may take considerable study.

Following this section are the major sections on the district results for the State Assessment and Stanford, or district-wide, program. Tables denoting the by-grade and by-subject area results are presented here.

The later sections consist of the by-school results. These results are organized by administrative area; schools are listed alphabetically by level. State Assessment results are not presented in the by-school sections, but will be presented in each school's Annual Report of School Progress as required by law. The questions begin on the following page.

20

1. What is the difference between Statewide Assessment and the Stanford Achievement Test?

The Statewide Assessment program tests all third, sixth, and ninth graders throughout Florida, in "priority" communication skills (reading and writing) and mathematics. Results of this testing program for individual students, schools, the county and the state are given in terms of the extent to which respondents "pass" the many individual objectives measured by the tests. These objectives represent basic skills that most pupils should master at certain critical grades. The questions asked in the tests are developed from priority objectives as established by the State Department of Education. The advantage of these tests is that they provide performance measures on many important skills. However, since there are more objectives than can be reasonably assessed during one year, the test questions change from one to another year. This change limits the usefulness of the State Assessment results to specific pupils in these grades at a given point in time.

The Stanford test is given to nearly all Dade students, at all grade levels, and measures student performance in the areas of reading comprehension, mathematics computation and mathematics concepts. For this test, results are given in terms that relate a student's (or school's) performance to that of a representative national sample called a "norm group". As a consequence, the Stanford is called a "norm-referenced" test. Scores on the Stanford are, then, a relative rather than an absolute measure of achievement. Since the Stanford is administered on a countywide basis, these scores can serve many different purposes, such as placing pupils in special programs and tracking achievement across time. However, both types of test scores are useful for instructional planning and evaluation.

2. Several types of scores are used to report results. How does one interpret these different types of scores?

Three types of scores are used: grade equivalents, percentiles and percentages of pupils achieving an objective.

A grade equivalent score consists of numbers separated by a decimal, for example 3.8. The left number represents the grade and the right number the month in grade; a score of 3.8 represents the level of achievement that is characteristic of a third grader in the eighth month of school. The norm for grade equivalent is computed from the average level of performance of a national sample of pupils tested in a particular grade and month. Typically, tests are normed near the beginning and end of a grade and scores between the two points are interpolated.

Grade equivalent scores may be reasonably interpreted in the elementary grades where the skill levels of pupils differ appreciably from one to the next grade. At the secondary grades, grade to grade differences are typically smaller and less meaningful.

Percentile scores, used at secondary grades, compare the performance of the pupil to that achieved by the national sample tested at a specific time. For example, a percentile score of 45 for a tenth grader tested in the spring indicates a level of achievement equal to or better than that achieved by 45 percent of the national sample of tenth graders tested at the same time. The same score for an eighth grader would have the same interpretation except that the comparison group would be the national sample of eighth graders tested in the spring. If, from one grade to the next, a pupil's percentile score did not change, it would indicate that his standing relative to the two national populations also did not change.

Percentile and grade equivalent scores are used for the Stanford results.

For the State Assessment results, a different reporting procedure is used. These results are reported as the percentage of pupils achieving the particular objective(s). A pupil passes an objective if he gets a pre-determined number of questions correct. The percentage achieving the objective simply denotes the percent of pupils passing the objective(s).

3. Do the State Assessment and Stanford programs test the same pupils?

The chances are that any pupil tested on State Assessment will also be tested on the Stanford. The major difference is that the Stanford test is administered district-wide at all grades whereas the State test is administered only to third, sixth and ninth graders. The ninth grade State test will be discontinued after 1974-75.

Both programs allow most exceptional children to be exempt. In 1974-75, the State program required that pupils were tested irrespective of whether their native language was English and whether or not the pupil could comprehend English. For later test administrations, the State will use the "language" policy adopted by Dade in the Stanford program. This policy states that pupils attending an English speaking school for less than two years may be exempt if they cannot comprehend English.

This policy is under the jurisdiction of school personnel. Finally, both programs allow for make-up testing within a specified period of time.

4. Why did the district select the Stanford as opposed to some other standardized test?

Dade has historically used the Stanford because its norms have characteristically been derived by the selection and testing of norm groups more nationally representative than those selected by the publishers of other achievement tests.

Additionally, the Stanford is used by a number of other, large metropolitan school districts, thus enabling a comparison between Dade's achievement and that of other reasonably comparable school districts. The version of the Stanford currently used incorporates recently derived (1973) norms and additionally measures a significant proportion of Dade's instructional objectives. The selection of this new version was made after a careful study of the alternatives by representative school system staff members.

5. This year (1974-75) a new test, Mathematics Concepts, was administered in the district program for the first time. Why was this test added?

Basically, the additional test was included in order to provide a wider basis on which to assess skill in everyday arithmetic and to tap additional content areas covered in all individualized instructional programs. In the past, only computational skill has been assessed in the district program. Simply put, computational skill represents the ability to get the correct answer to an arithmetic problem that is already set up, such as dividing 12 into 72 to get 6. This is, of course, an important skill, but not nearly a sufficient one. Equally important - perhaps more important as the use of inexpensive calculators becomes more widespread - is knowing what division is so that one will know not only how to divide but when division is appropriate. For example, knowing that a dozen eggs cost 72¢ and wanting to purchase only six, how much does one have to pay. In order to solve problems like this, one must understand the concept of division.

6. What types of questions are asked on the different tests?

Both the State Assessment and Stanford tests concentrate on basic skills. In mathematics, the questions in the two tests are similar but not equivalent. The State test, for example, might ask a pupil how much tax would be paid on an item costing $4.50 whereas the Stanford would not. Both tests, for example, ask the third grade pupil to add, subtract, multiply and divide using two and three digit numbers and to do problems involving fractions. Tests for later grades involve simple equations, computing areas of geometric figures, solving word problems, interpreting bar graphs and so on.

In the verbal area the two tests differ considerably. The Stanford concentrates on reading comprehension, the ability to interpret, recall, and make deductions and inferences about what is read. The complexity of the items increases from the lower to higher grades, from simple sentences to paragraphs like ones found in most encyclopedias. Incidentally, it is our opinion that the typical adult, nationally or in Dade county, would score below the norm on the senior high Stanford tests, in either reading or mathematics.

The Communication Skills test in the State program has a wider range of content with only a moderate emphasis on comprehension. In addition to comprehension-type items, it covers phonic analysis, sentence structure, punctuation and capitalization, alphabetization, reference skills and so on.

7. How close to the state and national norms did Dade pupils come?

First consider the State Assessment results. In communication skills (word attack and analysis, reading comprehension and study skills), Dade pupils mastered 69.9 percent of the objectives compared to the state average of 72.8 percent. This difference of approximately three percentage points is more or less constant at each of the three grades. On mathematics skills, Dade pupils out-performed the state population (71.4% versus 70.9%) but the difference is too small to warrant attention.

Stanford results indicate a similar pattern. In reading comprehension, the Dade results average about four months below grade level at the elementary grades. At the secondary grades Dade pupils average about eleven percentile points below the national average.

For mathematics computation, the elementary grades average about one month above the national norm. At the secondary grades the average is about four percentile points below the norm. The mathematics concepts results fall between those for reading comprehension and mathematics computation. At the elementary grades, concept results average about one month below grade level. At grades seven and eight Dade averages 16 percentile points below norm (the mathematics concepts test is not available above grade eight).

8. Earlier reports indicated that Dade's achievement was declining each year. Is this still the case?

One cannot answer this question as far as the State Assessment program is concerned because the test questions are changed each year. We can, however, compare 1974-75 Stanford results to those for 1973-74 when only one-half of Dade's pupils took the same Stanford tests. Generally, these results indicate that the downward drift noted earlier for reading scores has effectively ceased at both the elementary and secondary levels. While there are some differences from one grade to another, the reading scores for 1974-75 are essentially the same as those for 1973-74.

For mathematics computation, however, the 1974-75 averages have declined, particularly at the later elementary grades. We believe this decline results from two factors. First, the math systems approaches emphasize the conceptual as well as the computational aspects of mathematics. Second, a new test in mathematics concepts was added this year. Together, these two factors probably caused teachers to give more balanced attention to both areas of mathematics. In prior years, of course, the schools had been "held accountable" only for the computational aspects of mathematics. Next year when two years of scores are available on both tests, we will be able to tell if mathematics achievement *in toto* is declining or if there is simply an equalization of performance in the two areas.

9. Are there certain grades in which Dade's achievement is particularly above or below the national norm?

Generally speaking, Dade achievement scores approximate the national norm, as they have for some time. For all subtests of the Stanford, achievement appears to be at or above the norm for the early grades, dropping below the norm for the middle (junior high) grade level, and then gaining toward the norm at the senior high level.

Reading achievement of the middle grades (late elementary and junior high) is somewhat further below the norm than that of earlier and later grades.

Computational mathematics achievement is above the norm for most elementary grades and below the norm for secondary grades, showing gradual improvement at the senior high level, culminating in "at norm" 12th grade achievement.

Mathematics Concepts achievement (measured for the first time) is above the norm for the first grade, then declines to approximate, then falls below the norm in grades two through eight.

10. <u>What factors affect achievement</u>?

One may distinguish between environmental (or extra-school) factors over which the schools have little or no control and factors that are within school, factors over which the schools have some control. The dominant factors that affect reading comprehension are extra-school factors and are generally referred to as "socioeconomic" and "socioeducational" conditions. These factors typically refer to such conditions as the number of books and magazines in the home, the quality of verbal interaction between adults,and children and adults, the extent to which reading, correct usage of words and so on is stressed, the degree to which the child is urged to learn and is questioned about what has been read, heard or seen.

Obviously, the educational and economic background of the adults in the home has a substantial influence on the development of the child's verbal skills. The majority of the child's waking environment is verbal, and he spends considerably more time in the "outside of school" than the "inside of school" environment. Additionally, in the early years the adult to child ratio is much larger outside the school than in the school. And the pre-and post-natal care and the adult-to-child ratios are more favorable in the higher socioeconomic environments.

The schools, of course, also influence verbal skills, but research suggests that the extra school impact is perhaps six or more times stronger. The school factors are additionally, harder to identify. A few studies suggest that smaller classes (much smaller than in the typical school) are advantageous for some pupils. Analytic approaches to reading (systems-like approaches) also appear to affect reading skill tests.These effects typically take three years or so to become evident. Also, individual teachers vary in their effectiveness, but the characteristics that distinguish between the more and less effective teachers have yet to be conclusively identified.

For computational mathematics, the impact of the school is closer in importance to that of extra-school factors, especially over long periods of time. This finding is understandable in that the school is typically the place where math is learned - the extra-school environment is less "mathematical". We consider the decline in computational mathematics, and the higher than anticipated concepts achievement - presumedly as a result of the more equitable distribution of time between computation and concepts - to be a result of the instructional sensitivity of mathematics. The same school factors that impact upon reading impact upon mathematics but more so. The stability of the faculty and pupil populations at a school are, for example, more closely related to mathematics than reading achievement.

11. What are expected scores and why are they used?

The expected score procedure is a method for placing schools on a more equal footing so far as their achievement test results are concerned. We have earlier noted that factors and conditions over which the school has no control will influence pupil achievement. Since schools' pupils differ substantially in these characteristics, some sort of adjustment for these differences is required.

The expectancy procedure works on a similarity in background and past achievement basis. All pupils of the same background (grade level, ethnic and sex membership) and who had the same test score the previous year are defined as similar. The average score from the current testing is computed for each similar group and becomes the expected score for each group member. Different groups, then, have different expected scores only if they show different levels of average achievement.

For each school, the expected and attained (or actual) scores of its pupils are averaged. The difference between the expected and attained scores represents the extent to which pupils in one school have an average level of achievement that differs from that of similar pupils throughout the district.

12. Why doesn't the State Assessment Program use expected scores?

The State recognizes that extra-school factors influence pupil achievement, and is in the process of developing expected and attained-minus-expected scores for each school participating in the program. These results should be available later this year for the 1974-75 State Assessment results.

13. How does Dade's achievement compare to that of other large cities?

For purposes of validly comparing the achievement of Dade with that of other districts, an attempt was made to collect achievement data from the fifteen largest metropolitan school districts in the country. Data sufficiently complete for use in a comparison was obtained from eight of these districts. (Duval County, Florida; Detroit, Michigan; Fairfax, Virginia; Houston, Texas; Pittsburgh, Pennsylvania; New York, New York; Chicago, Illinois; and Los Angeles, California).

In terms of score deviations from national norms, Dade's achievement compares quite favorably with that of these districts. This is especially true with achievement in mathematics where, at all grade levels except the third, Dade's achievement is superior or equal to that of all of the other districts used for comparison. At that grade level, Dade's math achievement is superior to all districts with the exception of New York City. For reading achievement, Dade's record is only slightly less impressive. For all grade levels except the first, Dade's students achieved at or above the level of students in the majority of the other districts used for comparison. At that grade level, Dade's achievement is at or above the performance of half of the comparison districts.

14. Can one determine the success of the "systems" instructional approaches from this report?

No, these data describe results at the district and school levels only. A special evaluation on systems instruction is currently being prepared and should be available in report form by January, 1976.

15. Do pupils in our schools for two or more years have higher levels of achievement than other Dade pupils?

Yes, pupils tested in Dade schools for two years do tend to show higher levels of achievement than pupils tested only one year. At the elementary grades these differences favor the longer term pupils by one to three months for both reading and mathematics computation. In reading these pupils tend to average one year of gain for each year in school, despite the fact that Dade's student population is below the national average socioeconomically. This is, of course, regarded as a positive finding.

In mathematics, the average gain from one year and grade to the next is slightly greater than nine months. This gain is, of course, affected by the decline in computational scores noted earlier.

At the secondary levels, scores for pupils tested for two years are also higher, but on a gain basis they did not do quite as well as the elementary pupils. This is particularly true for the computational mathematics gains for pupils who were sixth graders in 1973-74 and seventh graders in 1974-75. While these latter pupils did evidence an increase in computational skill, they actually showed a smaller increase than one would typically expect in moving from grade six to seven.

16. What kinds of things is the District doing to improve pupil achievement?

An examination of achievement results contained in this report suggest certain programmatic actions, most of which are already underway. These include:

(1) Continued implementation of Dade's systems approaches to mathematics and reading instruction; approaches which systematically individualize instruction on the basis of student needs with respect to pre-established objectives many of which coincide with the State's "priority" objectives. It is expected that Systems reading and mathematics program will be fully developed and implemented in all Dade schools by mid-1977.

(2) Continued improvement and expansion of Bilingual Programs (indlucing English for Speakers of Other Languages) to compensate for lack of experience in the speaking and reading of the English language by Dade's substantial Spanish-speaking student population.

(3) Continued review of achievement testing results at classroom school area, and county levels to react to identified priority needs with specific programs of remediation.

(4) The development of several instructional programs in mathematics, reading and writing skill areas to assist school level personnel in the upgrading of skills found to be deficient in the testing program.

(5) The major share of Title I and ESAA monies is allocated to programs which seek to remediate achievement deficits in specifically defined segments of Dade's student population.

(6) Staff development programs for elementary and secondary teachers in reading and math are available to upgrade instructional competencies in this area.

(7) Special allocations have been made for the support of junior and senior high reading laboratories.

(8) Reading and mathematics resource personnel and classroom aides have been employed to assist classroom teachers with on-site instructional problems.

17. If a school has an average score of 3.8 (or some percentile) for its third graders, does this mean that all pupils scored about 3.8?

No, it would be very unusual if this happened. Since the 3.8 is an average score, about one-half of the pupils will have higher and one-half lower scores. Further, a few pupils will score much lower and a few much higher. For the first time in this report, a stanine distribution of achievement in each grade is presented for each school. This distribution shows the range of achievement. The interested reader should inspect these stanine distributions which are explained in the text.

18. If a pupil scores low on the Stanford or State Assessment test, what does the score mean and how might the socre be used by the teacher or principal?

The first thing to remember is that the test score is based on a sample of achievement behavior and, like any other sample, may be off from one to another degree. One responsibility of school personnel is to judge whether or not the score is a reasonable estimate of achievement. In the vast majority of cases the score will be accurate. For the occasional pupil, however, the score may be too low; he may, for example, habe been ill during the testing.

If the score seems reasonable, it may be one basis for placing the pupil in a compensatory (or advanced) program in either reading or mathematics. Schools may find the scores useful for selecting the general range of instructional materials and for determining instructional emphases. The principal is more likely to look at scores for groups of pupils but for much the same reasons as the teacher uses the individual's score. By analogy, the test result is similar to the results of a physical for a medical check-up. It indicates areas where "things" are O.K. and where there appear to be problems which require further attention, investigation and "treatment". Scores from these tests are not used for promotion or graduation purposes.

19. How much time does the test typically take?

The testing time depends on the subject area, grade level and type of test being taken. Generally, however, each of the three Stanford tests take about 45 minutes, with the lower grades taking less and the higher grades more time. The Stanford mathematics tests generally consist of 40 to 50 questions and the reading tests from 60 to 80 questions. The State Assessment tests each take an hour or a little more. The mathematics tests will typically contain 70-100 and the reading 100-120 questions. The testing periods are typically split so that a pupil would spend no more than 30-45 minutes taking a test at a single sitting.

20. Are there other measures of achievement besides these test scores?

Although the two testing programs described in this report collectively provide the most valid and comprehensive view of student achievement within the county, other programs and mechanisms for measuring achievement exist. Among these are:

(1) The Florida 8th and 12th grade testing program.
(2) Scores on tests developed by individual classroom teachers.
(3) Grades on report cards.
(4) Measures of achievement intrinsic to certain county-developed programs of instruction (for example, the Systems Reading and Math Programs)
(5) Abbreviated achievement tests, such as the Wide-Range Achievement Test, used for assessment of twelfth grade students being considered for special placement.
(6) Board-mandated evaluations of county-wide programs which often include an evaluation of student achievement.

21. Overall, what are the two or three most important findings from the State Assessment results?

State Assessment results indicate that communication skills and mathematics objectives were achieved by a majority of Dade students, approximating the performance of other students within the state. At third and sixth grade levels, greater percentages of students achieved mathematics objectives than reading objectives - - for the ninth grade level, the reverse was true. For both communication skills and mathematics, a comparison of this year's results with those of the previous year indicate considerable gains in the percentage of students passing objectives (2.8% for communication skills objectives and 11.1% for mathematics objectives).

It should be noted that results of objective-referenced testing programs are not ideally suited for comparisons of performance between grade levels or skill areas. Tests of this type are best suited for the identification of specific strengths or weaknesses within skill areas for individual students or groups of students.

22. <u>What are the most important conclusions to be made from the Stanford results?</u>

Perhaps the singularly most important finding is the fact that pupils staying in Dade County Schools for several years gain about a year in reading achievement for each year in school. This occurs in spite of Dade's comparatively low socioeconomic and high "bilingual" standing relative to the national population. This finding, in turn, is indicative of two things. First, it supports our earlier contention that the past decline in reading achievement has been due to changes in our pupil population. Second, it demonstrates that pupils remaining in Dade schools are receiving "quality education", particularly at the elementary grades.

The second most important finding is the identification of low test scores in grades seven and eight, especially in mathematics. This finding clearly documents the need for instructional innovations at the junior high level. Three other findings are also important. One of these is the decline in computation scores and the higher than expected results in mathematics concepts. Of course, we do not like to see the computational results decline, but it is to be expected as a result of a more balanced approach to math instruction, an approach which focuses more equally on concepts and computation. In next year's results, two years of scores will be available on both concepts and computation. Particular attention will be paid to these results. We would hope that no over-all decline occurs in these scores, but there may be some additional balancing of the results on the two tests.

Also important is the fact that the decline in reading comprehension scores noted in earlier Achievement Reports has apparently ceased. At this time, we believe this result has two explanations. First, it may be a sign that the decline in the socioeconomic and socioeducational characteristics of our pupil population is slowing. Second, it may reflect improved instructional programming, particularly in kindergarten where the programs are becoming more instructionally-oriented.

Finally, we view the achievement results at the elementary levels quite positively and the results at the secondary levels somewhat less so. These results reflect, we believe, the resource and instructional programming activities focused on the elementary schools over the last several years. They also reflect a need for similar considerations at the secondary levels. Plans for increased instructional intervention at the secondary levels are currently being developed. Over the next several years, we hope to see evidence that these changes are also effective.

FLORIDA STATEWIDE ASSESSMENT PROGRAM

FLORIDA STATEWIDE ASSESSMENT PROGRAM, 1974-75

OVERVIEW

During 1974-75, students in grades three, six and nine in each of Florida's school districts participated in the Statewide Assessment Program to measure achievement of objectives in reading, writing and mathematics.

One of the most difficult tasks faced by educators is the accurate assessment of what a student knows. In 1971 the Florida Legislature passed the Educational Accountability Act, requiring that statewide objectives be established and that student achievement of the objectives be assessed. The Statewide Assessment Program was formed to conduct the evaluation of pupil performance and to report assessment results.

The move toward educational accountability began in 1968 when the Legislature enacted a law requiring the Department of Education to expand its capabilities to affect constructive educational change, improve the quality of education, and make the state's educational program more effective and economical.

The assessment program began operation in 1971-72, testing a sample of second and fourth graders on selected reading-related skills. In 1972-73 the program tested students in third, sixth and ninth grades on selected skills in reading, writing and mathematics. In 1973-74, a fourth area, science, was added at grades six and nine.

In 1974-75, sampling was discontinued, as was the testing of science. Consequently, 107,000 third graders, 124,000 sixth graders, and 120,000 ninth graders were tested statewide on their achievement of priority objectives in communication skills (reading and writing) and mathematics.

The state's program is in a state of flux. Besides year-to-year changes in subject areas assessed, grades tested, and varied sampling within schools, a new contractor has been selected each year for the development of items and the printing and distribution of test materials. In 1973-74, the Educational Testing Service (ETS) was the contractor; for 1974-75, Westinghouse Learning Corporation (WLC) handled the contract responsibilities. This instability places limits on the validity and usefulness of Statewide Assessment results, and will continue to do so until the program stabilizes. Essentially the same set of objectives has been used for Statewide Assessment since 1972-73, although each year the objectives have been revised and the number of objectives reduced.

For the purposes of assessment, third graders were defined as those students in their third year of school without kindergarten or their fourth year of school with kindergarten. Sixth and ninth graders were defined similarly. The testing population included all students attending public schools, with the exception of students classified as Trainable Mentally Retarded, Educable Mentally Retarded, or blind, or as students with other handicaps which would preclude their being reliably assessed.

Objective-referenced testing has two main uses. It can identify (1) the skill with which an individual student is having difficulty and (2) the skills with which many students need help. The primary emphasis of the Statewide Assessment Program is on the latter purpose--testing to identify the skills many students need to improve. The focus on identifying the skills needing improvement is to discover the specific areas which are strengths and weaknesses for the state, each district, and each school. This knowledge can help educators evaluate instructional programs and determine whether to set new priorities or reallocate resources.

At the same time, by using student assessment reports, the classroom teacher can continue to work with individual students to help them learn. In this way, the problems common to most students can be identified, and the instructional system can be revised to meet these problems.

Dade County Results

This section of the report encompasses a description of state- and county-level data only. Data for individual schools will be reported in the Annual Reports of School Progress issued about May by each school, and are beyond the scope of this report.

For both the state and the district, data is provided by grade on the percentage of students achieving each objective within each skill area (communication skills and mathematics). The amount of data is considerable. In order to simplify this report, the large list of objectives for each skill area and grade level were condensed into a smaller number of skill categories. The Florida Department of Education has defined performance standards for basic skills areas by identifying several terminal objectives for each basic skill area and by indicating interim objectives subsumed under the terminal objectives.

The terminal skills for basic skills in communications and mathematics are, as follows:

For basic communication skills the student will demonstrate:

I. Technical skills necessary for comprehending and creating written and verbal communication;

II. Ability to comprehend and create written and verbal communication, including the abilities to generalize, synthesize, infer and make critical evaluations; and

III. Ability to use a variety of skills and sources in the acquisition of knowledge.

For basic mathematics skills the student demonstrates:

I. Understanding of arithmetic concepts and utilization of accurate computational skills;

II. Understanding of geometric and measurement concepts and utilization of accurate geometric and measurement skills; and

III. Ability to solve real-world problems utilizing arithmetic, geometric, and measurement concepts and skills.

Highlights of Results - Communication Skills

Communication skills objectives were achieved by an average of 75.2% of the 17,400 Dade students at the third grade level, 68.4% of the 20,000 students at the sixth grade level, and 66.0% of the 18,200 ninth grade level students.

The intended purpose of administering objective-reference tests is to provide a precise determination of what students can or can not do individually. In addition, Statewide Assessment results include data comparing the average percentage of students that achieved the objectives in the state as a whole with the percentage that achieved them in Dade County. In most cases the percentage of Dade students and state students who achieve individual objectives is quite close, with Dade communication skills percentages slightly lower than those for the state by an average of between one and eight-tenths to three and seven-tenths percentage points. In general, these differences have little practical significance for implying any real relative deficit in Dade students' abilities to function in the communication skills area. Most of the differences may be accounted for by the large population of Dade County students whose primary language is Spanish and by the larger proportion of lower socioeconomic students comprising the Dade schools.

Highlights of Results - Mathematics Skills

Objectives within the mathematics area were achieved by an average of 81.5% of third graders, 70.6% of sixth graders, and 62.1% of ninth graders. Dade percentages were quite similar to those for the state, with Dade mathematics skills percentages ranging from about four tenths percentage points below the state, to one and seven tenths points above the state scores. No real differences in either a practical or statistical sense for the majority of the objectives across grade levels were evident. The fact that Dade pupils perform slightly better on mathematics than on reading objectives may be explained in part by Dade's large percentage of bilingual pupils since English language deficiencies are not as evident when dealing with arithmetic related test items.

The performance standards for basic skills areas identified under the broader terminal objectives previously listed, are delineated further by the following specific objective categories, primarily referenced from the 1973-74 report. These terminal skills represent newly developed goal areas currently under study by the State Department of Education. It is anticipated that future State Assessment Reports produced by the state will be organized around these goal areas.

Communication Skills

Terminal Skill	Objective Category
I. Technical skills necessary for comprehending and creating written and verbal communication (word attack and analysis skills)	1. Decoding Skills 2. Vocabulary 3. Sentence Interpretation 4. Syntactical Skills 5. Mechanics
II. Ability to comprehend and create written and verbal communication, including the abilities to generalize, synthesize, infer and make critical evaluations. (comprehension-evaluation skills)	1. Reading Comprehension 2. Rhetorical Skills 3. Critical Skills
III. Ability to use a variety of skills and sources in the acquisition of knowledge. (study skills)	1. Study Skills

Mathematics Skills

Terminal Skill	Objective Category
I. Understanding of arithmetic concepts and utilization of accurate computational skills.	1. Number and Numeration 2. Fractions, Decimals and Mixed Numbers 3. Properties of and Computation with Whole Numbers
II. Understanding of geometric and measurement concepts and utilization of accurate geometric and measurement skills.	1. Geometry 2. Measurement
III. Problem solving skills utilizing arithmetic, geometric, and measurement concepts and skills.	1. Problem Solving 2. Probability and Statistics

Table 1 presents the results of communication and mathematics skills assessment for the three grade levels. Results are shown as percentages of district and state students who achieved skills objectives.

TABLE I

Percent of Students Achieving Skills Objectives

1974-75

Terminal Skills	Grade 3		Grade 6		Grade 9	
Objective Category	Dade	State	Dade	State	Dade	State
Communication Skills						
I. Word Attack and Analysis	77.9	81.0	67.9	69.9	63.1	66.8
II. Comprehension-Evaluation	67.4	72.8	65.1	66.8	63.7	67.1
III. Study Skills	73.1	75.9	75.9	76.9	74.5	77.2
Total	75.2	78.9	68.4	70.2	66.0	69.3
Mathematics Skills						
I. Computation	80.4	80.5	74.8	72.6	69.7	68.0
II. Geometry and Measurement	84.6	85.9	60.3	59.1	37.6	39.1
III. Problem Solving	84.5	86.8	65.0	64.7	53.2	55.6
Total	81.5	81.9	70.6	68.9	62.1	61.8

Table 2 illustrates the average percentage of Dade students who achieved communication and mathematics skills objectives in 1974-75 as compared to 1973-74.

TABLE 2

Average Percentage of Dade Students

Achieving Communication and Mathematics Objectives

1974-75 versus 1973-74

	Communication Skills			Mathematics Skills		
Grade	1974-75	1973-74	Change	1974-75	1973-74	Change
3	75.2	70.0	+5.2	81.5	73.9	+7.6
6	68.4	65.2	+3.2	70.6	55.6	+15.0
9	66.0	65.9	+0.1	62.1	51.4	+10.7
Average Change			+2.8			+11.1

In communication and mathematics skills, all grade levels performed better than last year. Although this apparent achievement gain may be attributed to improved instruction performance, it should be noted that these tests administered in 1975 were not the same as those administered in 1974. Therefore, these gains could also be attributed to the change in the testing program. The best comparison of results of those available is, perhaps, the Dade vs. State comparison for any given year of the testing program, i.e., as in Table 1. A more preferred method is currently being developed by the State. This latter method, similar to the local "expected" results, compares schools and districts on a more equal footing with regards to their socioeconomic and socioeducational backgrounds.

Therefore, Table 3 is also presented to further analyze the test results.

Table 3 shows a comparison of Dade and State results for the two years 1974-75 and 1973-74.

TABLE 3

Average Percentage of Dade and State Students

Achieving Communication and Mathematics Skills Objectives

1974-75 versus 1973-74

	Communication Skills						Mathematics Skills					
	Dade			State			Dade			State		
Grade	74-75	73-74	Chg	74-75	73-74	Chg	74-75	73-74	Chg	74-75	73-74	Chg
3	75.2	70.0	+5.2	78.9	74.3	+4.6	81.5	73.9	+ 7.6	81.9	75.1	+ 6.8
6	68.4	65.2	+3.2	70.2	67.8	+2.4	70.6	55.6	+15.0	68.9	54.5	+14.4
9	66.0	65.9	+0.1	69.3	69.3	0.0	62.1	51.4	+10.7	61.8	52.4	+ 9.4
Average Change			+2.8			+2.3			+11.1			+10.2

This table indicates a general congruence between Dade and State results, in that changes are consistent and positive for both at all levels. Dade's gains at each grade level, although generally not large, are consistently greater than gains for the state as a whole which would tend to support the premise that Dade's gains could be attributed to improved instruction.

DISCUSSION OF RESULTS

There are many ways in which achievement in communication and mathematical skills can be interpreted. Perhaps the most useful purpose of this section would be to provide the various kinds of results in terms of (1) how valid a measure of performance they are, and (2) how important they are for curriculum planning.

Since the Statewide Assessment battery utilizes an objective-referenced technique, the primary function of this procedure is to indicate precisely which of a group of well-defined instructional objectives have been achieved. The use of such in the comparison of one school or district with another is an unadvised one, and one for which the tests are not well suited. Additionally, dwelling on differences to the exclusion of absolute achievement percentages leads to inappropriate concerns.

Granting the number of instances where Dade average results were lower than State results, the question which must ultimately be asked is how important these differences are - - how significant are these differences? Generally, the differences are of a minor and often inconsistent magnitude, probably resulting from the large proportion of Spanish-speaking and low socioeconomic level residents comprising Dade County. Research has documented the impact of socioeconomic status of parents on their children's academic achievement. These variables not only significantly and negatively impact student achievement, but are variables over which the schools exercise little control. Dade County has already taken this into account by such practices as generating "expected scores" for the countywide testing battery. The Statewide Assessment organization is currently developing similar processes which will lead to derivation of expected scores for each district in communication and mathematics skills.

INTERPRETATION OF RESULTS FOR CURRICULUM PLANNING

The long-range potential which Statewide Assessment holds for curriculum planners is great. At present, however, analysis of the 1974-75 program report affords a limited indication of effectiveness of instructional programs at school, district and state levels. These limitations are inherent in the developmental process through which the State Assessment Program is progressing.

Since the inception of the Assessment Program, the objectives, test items, grade levels tested, and procedures utilized have been revised annually. This not only indicates that a firm consensus may not have been reached as to the appropriate definition of priority objectives, but that a year-to-year or longitudinal analysis of the effectiveness of Dade's instructional programs is not currently possible on an objective-by-objective basis. The Statewide Assessment organization is currently reacting to this latter point by identifying those objectives which were common to prior testing.

Despite the limitations described, the State Assessment results are being utilized in Dade County to the extent which is possible. All schools have received a report of school results for analysis by school staff in cooperation with area and county personnel.

At the county level, results of the assessment program have been analyzed by the staff of the Division of Elementary and Secondary Education. The implications for each assessed area of instruction follow:

Curriculum Implications

An examination of State Assessment results suggests certain actions, many of which are already under way.

1. In order to maintain the current level of achievement in computational skills and to improve the level of achievement in conceptual understanding and problem solving, Dade County is in the pro-

cess of implementing a systematic approach to mathematics instruction. This approach provides diagnosis and instruction in all appropriate areas of mathematics and allows each elementary and junior high school to individualize mathematics instruction on the basis of student need with respect to pre-established objectives which coincide with the state's priority objectives. It is anticipated that this approach to mathematics instruction will be fully developed and implemented in the schools by June, 1977.

In addition, as a temporary service, all schools housing grades 3, 6, and 9, have received a set of specific mathematics objectives, suggested learning activities, and related cross-references. This set of material contains information that will allow each principal and faculty to develop a plan for maintaining those categories in which their level of achievement was satisfactory and for improving those categories in which their level of achievement was less than satisfactory.

2. A systems approach to reading which incorporates most of the identified state priority objectives in communication skills has also been developed and is presently being implemented within Dade elementary schools. It is anticipated that by 1977 all Dade elementary pupils will be involved in either a locally or commercially developed systematic approach to reading instruction. Guidelines for the establishment of the junior high reading laboratories also specify a systematic approach.

   In addition, each school housing grades 3, 6, and 9, has received a set of the state priority objectives in communication skills cross-referenced to instructional materials developed by the Division of Elementary and Secondary Education.

3. An instructional kit for decoding which contains detailed lesson plans to teach specific phonics skills has been developed by the Division of Elementary and Secondary Education and has been distributed to all elementary schools. A similar instructional kit for the development of comprehension skills is under development and will be distributed for the 1976-77

school year.

4. A writing skills development package with a spelling supplement has been developed by the Division of Elementary and Secondary Education. This material has been distributed to all elementary schools to assist each school's staff in the teaching of specific objectives from the state's communication skills assessment battery.

5. The state has produced a complete catalog of writing objectives which includes appropriate instructional activities. These have been purchased by the county and a copy has been distributed to each secondary school department head.

6. Somewhat poorer performance was apparent in the areas of problem solving in mathematics and comprehension skills in reading than was true of the more mechanical aspects of these curricular areas, i.e., computation and decoding skills. Such a finding is consistent with Dade's heavy concentration of bilingual students, students whose relative lack of experience in the speaking and reading of English language might be expected to provide a handicap in tests where English comprehension has great importance. Both the problem solving and comprehension tests are of this nature. In order to compensate for such handicaps in the student population, the school system is continuing its efforts towards further improving and expanding its program of English to Speakers of Other Languages and other bilingual programs.

As the State Assessment program continues to develop and stabilize, it should provide increased opportunities for determining appropriate curriculum emphasis and programs not only at the state level, but at the county and school level as well. Although definitive curriculum indications have not been possible using earlier results, it is anticipated that these will become major benefits of a fully developed program incorporating both State Assessment results, the county's norm-referenced program, and local diagnostic information available from systems approaches to the basic skills.

In coming years, the State Assessment program will probably undergo substantial changes. One such change will likely involve the establishment of minimal levels of basic skills performance at critical grades, e.g., three and six. Other changes may involve placing the Florida Eighth and Twelfth Grade Testing Programs under the State Assessment program. These changes will yield a strengthened assessment program for both district and state usage.

COUNTYWIDE TESTING PROGRAM

STANFORD ACHIEVEMENT TEST

1974-75 OVERVIEW OF THE COUNTYWIDE TESTING PROGRAM

Dade County Public Schools annually tests all students in the curriculum areas of reading and mathematics toward the conclusion of the school year. Results of this testing program for the 1974-75 school year are displayed in following sections of this report, for grades 1-12, across the entire county and for each school.*

Description of Tests

Historically, the Reading Comprehension and Mathematics Computation subtests of the Stanford Achievement Test, a nationally standardized test battery, have been given in the spring of each year. This year, for the first time, a third test, Mathematics Concepts, was administered in grades one through eight. These subtests, which measure reading and mathematics achievement, were chosen because they tend to be reliable in terms of the way students score from one time to another, while providing systematic knowledge about progress in the basic skills.

As a result of a study conducted by representative staff members from school, area, and county levels, a new form of the Stanford Achievement Test, the 1973 edition, was chosen to replace the 1964 version used by Dade County in the past. The new version was felt to measure more of the county's instructional objectives and to include a more nationally representative norm group. In addition, the new test incorporates norms for the spring season, which coincides with the period in which Dade County is tested.

For 1974-75, all pupils received the new Stanford.** During 1973-74, approximately one-half of all schools in the county were administered the new form and the other half the old form. This was done

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*Special schools have been omitted from this presentation, since they differ substantively from other schools in their programmatic offerings.

**Due to errors in test administration, two elementary schools were re-tested with the old Stanford. These schools are appropriately noted in the by-school sections.

to preserve some continuity of test form to enable the continuation of analyses of achievement trends. Schools receiving the new and old forms of the tests were matched for previous achievement levels in order to insure that the analysis of achievement trends would not be biased.

Interpretation of Results

Scores obtained from these tests may be interpreted in three ways. The first method of interpretation involves the comparison of results to a national standard, or "norm". Norms are established by the test publisher by administering the test battery to a "representative" sample of pupils from the nation's schools. A county like Dade, or any of its schools, can then compare scores for a particular grade level to the national norm.

While this approach is useful for general comparisons between a school system and the nation as a whole, a question may be raised as to how similar the sample from which normative information was gathered is to the local population. Causes of such dissimilarities include: (1) the number of years since normative data was collected, (2) significant differences in socioeconomic characteristics which have been found to impact on student achievement (educational level of parents, occupational status, etc.), and (3) substantial differences in educational program objectives of the districts from which students were selected. As previously indicated, the first issue is being dealt with to a great extent by Dade's gradual adoption of a new edition of the test. However, the second and third issues still exist as possible sources of dissimilarity between Dade students and students making up the normative sample.

A second method of interpretation involves the comparison of grade results over time. In this method, the difference between an average grade score and the national norm is examined in successive years to determine if the system appears to be improving in its achievement. The shortcoming of this method is that the same pupils are not compared on a year-to-year basis, since this year's third

graders were last year's second graders. Any apparent growth or decline in achievement at a grade, e.g., second grade, could be due easily to a changed student population.

A somewhat improved version of this method of interpretation is obtained when the difference between the national norm and the average grade scores are compared for successive grade levels in successive years.

For example, the difference between the national norm and this year's third grade class average would be compared to the difference between last year's second grade class average and the second grade national norm. This improvement, however, also has significant problems, since there will still be many cases where exactly the same student body is not being evaluated--due to transfers from one school to another, new transfers into the county, and pupils who leave the county.

A third method involving only pupils tested two successive years is also used. This method is preferred because it is not influenced by changes in the pupil population. Two different versions of this method are used, one at the school and another at the district level.

The method used at the school level is the familiar attained (or actual) minus expected procedure. This procedure compares a student's score with that of other students who are similar in background (grade level, ethnic origin and sex) and who have the same previous level of achievement on the test. This version produces difference scores which denote the extent to which pupils in a particular school scored higher or lower than their peers attending other Dade schools. In effect, the expected scores are local actuarial norms. The difference between the expected and attained scores represents the extent to which the performance of a school-grade peer is different from the local norm.

This attained versus expected method cannot be used at the county level. Since county figures

contain all pupils on which expected scores are computed, the county difference between attained and expected scores will be zero. For pupils tested with the new test in both 1974 and 1975, it is possible to compute their actual gains across the two testings. These gains would reflect achievement differences from one grade and year to the next, e.g., from end of grade one in 1974 to end of grade two in 1975. This is the preferred method of assessing district-wide performance as it reflects the achievement gains only of those pupils tested with the new test both years.

Excepting grade one, countywide gains for all pupils tested across the two years with the new test are reported for the first time in this report.

In Dade County, the first and third approaches to the interpretation of test scores are used, enabling a comparison of Dade achievement data to both national, and more meaningful "local" standards. Comparison of Dade County results to national norms is facilitated by a display of national norms at each grade level in terms of grade equivalent scores and, for the new version of the test, percentiles at secondary levels.

DESCRIPTION OF RESULTS PROVIDED

The following sections describe the contents of the county and school-by-school results. At both the county level and that of the individual schools, much of the descriptive information provided in earlier Countywide Achievement Reports has been eliminated, either because it has become outdated, appears in other reports, or was deemed to be of no assistance in the interpretation or understanding of the achievement results. As a specific example, demographic and educational information is not provided for individual school attendance zones or the county as a whole, since these data were derived from the 1970 census and have been significantly outdated by the population influx, housing shifts, and other changes occurring since 1970. Class structure information has also been eliminated from both overall county and school-by-school descriptions since these data are available in other documents.

Data on the following school characteristics are displayed for schools and the county as a whole. These data were obtained from varying sources, so that it was occasionally necessary to include Special Centers data.

Student Trends

Data on the following variables are presented for the current and previous year (1974-75 and 1973-74)

1. Average Daily Membership. The number of pupils who, on the average, are on the active school rolls each day is presented. For the county, this figure represents all regular schools and special centers as well.

2. Percent Black, Hispanic, White and Other. The percentage of students who are Black, of Hispanic descent, or of White or Other ethnic derivation are presented for each school and the county; these data were obtained from September desegregation reports. New ethnic descriptions have been established for 1975-76 because of changed federal reporting requirements. Current results were gathered before the new designations were adopted.

3. Transiency Rate Percent. This percentage figure is calculated from the total number of different students enrolled in a school during the year, compared to the school's end-of-year membership. A larger number of different pupils in ratio to the final membership produces a high transiency rate. For the county, the figures omit pupils in attendance at special school centers.

4. Attendance Rate Percent. The percent of students in membership who were in average daily attendance is provided. For the county figures, kindergarten and special center pupils are omitted.

Staff Trends

Information relating to each school's 1974-75 staff was obtained from other district reports and from personnel files stored on tape in Central Data Processing. The information presented is compared to similar data in the two prior years and includes:

1. Administrators. The number of administrative personnel assigned to each school is shown. At the county level, all administrators who are assigned to area offices, as well as county offices, are included with the school administrators.

2. Instructional Staff. The number of certificated teachers reporting full-time to each school is shown. The county figures reflect all full-time instructional personnel and include itinerant teachers, counselors, teachers on special assignment, and special centers personnel.

3. Other Personnel. The number of non-instructional personnel (including part-time help) is presented for each school. At the county level, all clerical and other non-instructional personnel reporting to schools, area offices, or county offices are shown.

4. Percent Black, Hispanic, White and Other. The percentage of instructional staff who are Black, or Hispanic language origin, or of White or Other ethnic derivation are presented for each school and the county.

5. Percent with Advanced Degree. The percentage of certified staff with advanced degrees (M.A. or higher) is presented for each school.

6. Staff Experience. The number of years of experience in Florida public education is averaged across each school's certificated personnel. It should be noted that this figure does not include experience gained by personnel who have come from other states.

Organizational Trends

The following financial and operational information is provided for the current and prior year (1974-75 and 1973-74.):

1. Percent Plant Utilization. For each school, a "Percent Plant Utilization" figure is given. This figure represents the percentage obtained by comparing the number of students enrolled in the school at the end of the first school month and the number of students that the current school facility is able to accommodate. The "program capacity" is the number of student stations served by the current instructional program. Certain programs deduct from the maximum capacity, such as special education, various vocational classes, alternative programs, etc. In some cases the Percent Plant Utilization is as high as 150 - 175% or higher. In most cases, this results from the fact that a particular school is operating on a shift basis, which is characteristically the situation in many junior and senior high schools.

2. Operating Expenses per Pupil. Operating expenses include expenditures for Basic programs (Kindergarten, General and Occupational Instruction, Exceptional Child Programs, etc.) and Special programs (Center for Special Instruction, Substance Abuse, etc.). These expenses are calculated on the basis of full-time equivalent (FTE) student calculations. Community school expenses are omitted; transportation and food service costs are also omitted from school expenses, but are included in the county figures. Schools with programmatic emphasis on exceptional child or vocational education will typically incur higher costs per pupil.

Unlike the figures from earlier reports, the current expenditures are pro-rated across FTE's rather than across membership. Due to changes in accounting procedures, current figures extend across the full year rather than across the traditional nine-month year. These two changes make comparisons with the 1973-74 expenditures inappropriate. It is for this reason that expenditures are not shown for 1973-74.

3. Contracted Expenses per Pupil. Contracted expenses include those expenses attributable to programs which are funded by contract with external agencies, and include such programs as ESEA Title I, ESAA, Migrant Child, Follow Through, etc. These are, again, prorated across the school's FTE figure, rather than across those pupils who receive the program services.

Achievement Results

58

Achievement results are provided for reading and the two mathematics tests. These are shown for each grade, both at the county and individual school levels. Results are shown on a two-year trend basis and contain the following information:

1. Mean. At the county level only, means, or arithmetic averages of scores are provided. For the new Stanford, mean grade-equivalent scores are given for grades 1-6 and mean percentile scores are provided for grades 7-12. Mean and median scores for the pupils taking the old Stanford in 1973-74 are not reported at the county level.

2. Median. At the individual school level, median scores are provided for all grade levels. The median, or "middle" score is the score above and below which an equal number of scores fall, when they are arranged from highest to lowest. This statistic was selected for reporting results at the individual school level because it minimizes the influence of extremely high or low scores more so than the mean, and thus presents a more representative picture of overall grade performance. Median scores are also shown at the county level and are given in either grade-equivalent

or percentile notations, depending on the school level.

3. Percentile. Percentile results are provided for "new" Stanford scores at grades 7-12. The percentile is the score below which a given percent of the cases fall, e.g., the 75th percentile is the score below which 75 percent of the other scores in the national norm group fall.

4. Number. The number of students whose scores are reported at each grade level is shown by grade in all tables for the county and individual schools.

5. Standard Deviation. The standard deviation is a measure of a set of scores' variability, or scatter about the mean. This statistic is included, by grade, for countywide results in order to note trends in variability from grade to grade.

6. Norm. The norm is a standard against which actual results may be compared. For both new and old versions of the Stanford, the norm was derived by the test publishers through a process of testing a national "representative" group of students. Since Dade County tests in the eighth month of the school year, the norm for grade equivalent scores is the year level plus eight-tenths, e.g., the norm for third grade is 3.8. In the case of grades where percentiles are shown, the norm is the fiftieth percentile.

7. Stanine Percentage Distribution. For the first time, stanine distributions are shown for each school. Stanines are standard scores that have the same unit at each grade. Stanine scores range from a low of 1 to a high of 9, with the national grade-level average occurring at the middle stanine, 5. By noting the percent of pupils scoring in each of the nine stanines, one may develop a notion about the heterogeneity of achievement in that grade. For further information, the interested reader should inspect the stanine percentage distribution chart for any school.

For each school, two tables are used to exhibit student achievement in reading and mathematics. This first table illustrates achievement trends by displaying median grade equivalent or percentile scores attained by students at each grade level for the present and prior years (1974-75 and 1973-74). National norms are provided for each grade level to enable comparison of achievement with a national standard. Similar data are presented at the county level.

Year-to-year comparisons will suggest what changes in achievement results are occurring over time. As previously indicated, however, this approach is limited, since the same pupils are not being compared from one year to the next.

Additionally, an old version of the Stanford Achievement Test was administered in one-half of the schools during 1973-74 (identified by an asterisk in the individual school table). Grade equivalent scores for 1974-75 in such schools are not strictly comparable to current new Stanford scores, since a more contemporary group of students made up the sample with which the new test was standardized. This fact makes the year-to-year comparison of results even less advisable, where a school took the old version of the test one year and the new version the next. Countywide data include only scores from the new edition. In effect, comparison of the countywide data for the two years results in comparing one-half of the 1973-74 population with the full population for 1974-75.

The second table provides a comparison of expected and attained means for reading and mathematics achievement at each grade level within individual schools.

As explained in greater detail in the overview to this section, an expected achievement level is essentially the average achievement by all pupils in the county who were of the same grade level, sex, and ethnic derivation and, additionally, who achieved the same scores during 1973-74 testing as a pupil in question. There are, then, unique expected achievement scores, generated especially for each pupil in each grade level within each individual school, the average of which reflects that

group's unique properties.

Expected scores for the Mathematics Concepts subtest were developed from the prior years performance on the Mathematics Computation subtest.

The second table presents the difference between the expected and attained scores taken across all pupils in each school grade who participated in both the 1974-75 and 1973-74 achievement testing program. The actual scores achieved by these pupils in the current year's testing are averaged to produce the school's "Attained Score". The expected scores for pupils are similarly averaged to yield the school's "Expected Score."

The difference between the expected and attained scores is presented as an indication of the degree to which a grade within a particular school scored above or below expectations.

The attained (or actual) minus expected procedure, in spite of certain limitations, is a potentially useful tool for the identification of particular grade levels within schools which appear to be utilizing effective instructional approaches that can be broadened in scope. Taken with the other procedures for evaluating achievement results, the table is a useful one for identifying schools where additional resources may be necessary.

Expected scores were not derived at the county level. Since the county student population includes all possible students who could be used to derive expected scores, there would be no difference between them and the actual scores of all Dade students.

DISCUSSION OF COUNTYWIDE ACHIEVEMENT RESULTS AND RELATED INFORMATION

On the following pages, information is provided on a countywide basis. This information includes achievement data and operational information useful both in the interpretation of the countywide achievement results and in describing the general status of the district. The data are included for the two school years beginning in 1973 and ending in 1975; across-year trends may be noted.

Table 4 portrays student, personnel and organizational trends. Student trends, including attendance data and ethnicity over a two-year period (1974-75, and 1973-74) utilize information similar to that used for the individual school reports. These tables indicate a gradually decreasing daily attendance rate and an increasing transiency rate.

Personnel trends, includes information on staff and the ethnicity of administrators and instructional staff. For this section, staff figures represent district and area as well as school-level employees. The staff in 1974-75, while higher in number than in 1973-74, represent primarily an increase in the number of Exceptional Child and Vocational teachers.

As evidenced in earlier reports, ethnic trends show gains in the Hispanic and Black instructional staff. Student trends exhibit an increase in percent Hispanic and a corresponding decrease in percent White and Other. School expenditures include operational and contracted expenses. Operational expenses include the cost of basic and supplemental programs while contracted programs receive all or most of their funding from external sources. The countywide expenditures contain several elements (e.g., transportation, area and county services) not included in the school-level reports. Unlike earlier reports, the 1974-75 expenditures are prorated on an FTE basis and span the entire fiscal year. As comparable data were not available in 1973-74, expenditures for that year are denoted "N.A.", not available.

Highlights of Results for 1974-75

Achievement data are reported for the new Stanford in reading and mathematics in Tables 5 - 9.

In reading, average scores at all grades tend to be slightly below grade level. The extent to which scores are below grade level is somewhat greater at the middle grades (late elementary and junior high) than the beginning and ending grades. The comparatively higher performance at these latter grades may be due to several different phenomena.

At the early elementary grades, the scores possibly reflect the effects of an expanding instructionally-oriented kindergarten. At the higher secondary grades, the slightly higher scores may result from a combination of factors including improved instruction in newly implemented reading programs at the senior high school level and/or increased dropout rates and lower rates of attendance on testing days by unmotivated pupils. Each of these explanations is, however, quite tentative and cannot be substantiated at this time.

For computational mathematics, scores at the elementary grades are consistently equal to or above grade level. This and the reading pattern are similar to those documented in earlier reports. And, as was the case in those reports, it is reasonable to suppose that these differences occur because computational mathematics tests are more readily sensitive to altered instructional practices than are reading achievement tests.

At the secondary grades, however, computational performance falls below norm, particularly at the junior high grades.* This is a pattern evidenced by scores on all three tests and may indicate both

*Part of the difference between elementary and secondary performance is due to the type of score (grade equivalent versus percentile) used. In spring standardizations, test publishers typically find that grade level scores are slightly below the fiftieth percentile. For example, a grade equivalent score of 3.8 is comparable to a percentile score of 48 rather than 50. In fall standardizations, the reverse occurs. Some, but not all, of the score difference between elementary and secondary averages results from changing the score units.

that (1) the junior high grades are particularly problematic instructionally, and (2) a significant percentage of lower achieving pupils are either not being tested or are dropping out after grade eight. The decreasing number of pupils tested at the secondary grades support, but do not prove, the latter explanation. The approximate grade-level performance at grade twelve provides support for both.

Mathematics Concepts is a new test administered for the first time during the Spring of 1975. This test measures the pupil's skill in the conceptual basis of simple mathematics. Whereas computational skill is evidenced by the correct answer to an "already stated" problem, conceptual skill is evidenced by the ability to define the operations, determine how they interrelate, and then set the problem up. Because the two mathematics tests together cover most of the "math systems" instructional content, the new test was included in the countywide program.

At the county level, Mathematics Concepts scores generally fall between those of reading and computational mathematics. Averages for the first three grades are above grade level and are nearly identical to those for computational mathematics. Beyond this, performance drops to about grade level, except for grades seven and eight where performance is lower. As earlier noted, the grade seven and eight decrements suggest difficulties in implementing basic skills instructional programs at these grades. Anticipating this problem, staff in the Division of Elementary and Secondary Education have already begun to expand the reading and math systems programs into these grades, and additional remedial programs are now under consideration.

Comparison of Results for 1973-74 and 1974-75

In addition to the comparison of the countywide results to the national norm, the comparison of countywide results for 1973-74 and 1974-75 is also of interest. In Table 8 are listed the appropriate grade level means for the two years. Differences between the two year achievement levels are also computed. These differences should, however, be interpreted cautiously because the

1973-74 scores represent only that one-half of the district population which took the new Stanford. Some other results might have occurred had all pupils taken the new test. Within this constraint, two general patterns warrant note.

First, it appears that the reading scores have stabilized or nearly so. While some grades are slightly "up" and others "down", the downward drift evidenced in earlier reports has apparently ceased. There is no effective difference in the across-grades reading scores between the two years.

Assuming that the differences are real and not due to sampling procedures, the stability may be due to one or a combination of several factors. As already noted, the expansion of an instructionally-oriented kindergarten may be contributing to improved performance reflected in the scores at the first two grades. Equally likely is a stabilizing of the socioeducational and socioeconomic backgrounds from which the pupils come and a general increase in English facility of Spanish language pupils.

The Mathematics Computation differences are more problematic. Other than two exceptions (grades 9 and 12), the 1974 to 1975 changes were persistent declines, particularly at grades three through six. The percentile differences at the secondary grades reflects smaller degrees of change and are less important. It is unlikely that the elementary grade differences would be due to the 1973-74 sampling or changes in the pupil populations in that such differences would have affected reading as much or more than computational math.

At lease two possible explanations of the differences are pertinent; both are school or program related. In the first case, computational skills may be down because the concepts test "caused" teachers to split their instructional time between both areas rather than concentrating on computation per se.*

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*Math concepts scores were higher than the Evaluation staff anticipated they would be, simply because test results do tend to "focus" instruction and because mathematics concepts had not been tested in previous years.

The second alternative is, in effect, similar to the first. As noted earlier, the various math instructional systems focus on concepts and applications as well as computation. This diversity of focus may also have caused teachers and pupils to spend a more balanced amount of time on pure computation and concepts than had historically been the case. In the 1975-76 report it will be possible to determine whether or not the computation and concepts scores are offsetting one another or computational skill is simply declining.

Results for Pupils in Attendance for Two or More Years

Table 9 shows by-grade achievement gains for pupils tested in the spring of 1974-75. As earlier noted, these gains are not influenced by changes in the pupil population and for that reason represent the preferred gauge of pupil achievement.

The gains for the elementary grades are reported in grade equivalent scores and those for secondary grades in percentile scores. At the elementary levels, a reasonable level of gain for districts representative of the national population would be approximately one year (1.0). For districts serving larger portions of disadvantaged and lower socioeconomic pupils, the level of gain would typically be lower. For districts serving primarily educationally advantaged, higher socioeconomic pupils, the level of gain would typically exceed one year. This is, of course, a national pattern, descriptive of schools as well as districts.

At the secondary levels where percentile scores are used, a different interpretation of gain is required. Percentile scores reflect the pupil's standing relative to the national norm group. For example, a percentile score of 40 indicates that the level of test performance is equal to or better than that attained by 40 percent of the national norm group. Pupils or groups of pupils who, over time, maintain their standing relative to the norm group should show percentile gains of approximately zero. Given the relative nature of percentile scores, districts serving primarily low or high socioeconomic pupils should also evidence percentile gains of approximately zero.

At the elementary levels, the reading and mathematics gains vary somewhat from one to another grade. Across these grades, the average reading gain is approximately one year, that for computational mathematics is slightly more than nine months or nine-tenths of a year. The magnitude of these gains, particularly those for reading, are quite positive given that Dade's socioeconomic composition is somewhat below the national average.

The gains from grades three to four and four to five deserve particular attention. The total reading and mathematics gain is smaller at grade four than elsewhere. Recent research by the publishers of the Stanford test indicates that this gain is an underestimate of the gain that actually occurred.* The lower gain is actually due to erroneously low test scores at grade four. The low results occur because fourth graders make errors in aligning the questions from the test booklet with the correct space on the answer sheet. In effect, a pupil will occasionally mark the answer for a question, say 25, in space on the answer sheet for question 24 or 26. Third graders mark the answers in the test booklet itself and do not have the alignment problem.

This error was detected on the Metropolitan test battery, a sister battery to the Stanford. In that battery, the errors typically produced results about three months too low for reading and one to two months too low for mathematics. It is reasonable to expect that the grade four district means and the grade three to four gains are underestimated on the Stanford results by about the same magnitude.

The exceptionally large gains at grade five may be viewed, in part, as corrections to the underestimates of the gains at grade four. Also, since the reading test is the first administered, it is reasonable to assume that alignment errors are greater there than in mathematics, due to practice. The very large gain in reading from grades four to five supports this interpretation.

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*"Metropolitan Achievement Tests Special Report", Harcourt, Brace and Jovanovic Inc., 1973.

In general, the elementary gains are quite favorable. The magnitude of the reading gains supports the interpretation made in earlier reports that the drop in test scores was due largely to a change in the socioeconomic and socioeducational characteristics of Dade's pupil population. When the pre and post scores for the same pupils are compared, the average elementary reading gain is almost exactly one year, despite the fact that even these pupils are socioeconomically below the national norm group.

The elementary grade mathematics gains are also quite close to those expected of the more advantaged national population. They do, however, tend to confirm the pattern noted in the district means where computational mathematics achievement was not as high as in previous years. As earlier noted, this drop in computational skill may be due to the addition of the Mathematics Concepts test and the implementation of systems math programs, both of which would cause teachers to spread their instructional time across a broader area of content more than had been the case in earlier years.

At the secondary grades, the gains in percentile scores approximate the expectations noted earlier. Only for the grade seven computational skill gains is this not the case. The drop in the comparative level of performance is serious here and strongly supports the need for intervention programs in mathematics at the junior high levels.

More generally, the data indicate that pupils at the secondary levels are "holding their own" in reading and dropping slightly in mathematics. When compared to the more favorable elementary gains, the secondary results would support the need for a strengthened basic skills program at the secondary and particularly the junior high levels, similar to that which has been initiated in the elementary schools. Recommendations related to this need will be included in the Dade County Public Schools Basic Skills Plan for Secondary schools.

TABLE 4 - COUNTYWIDE ADMINISTRATIVE INFORMATION

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	Average Daily Membership	% Black	% Hispanic	% White and Other	Transiency Rate %	Attendance Rate %	Administrators	Instructional Staff	Other Personnel	% Black	% Hispanic	% White and Other	% with M.A. Degree or higher	Avg. Years Fla. Teaching Experience	% Plant Utilization	Operating Expenses Per Pupil	Contracted Expenses Per Pupil
1974-75	254,291	26.5	29.5	44.0	19.2	91.4	811	12165	7416	22.4	9.0	68.6	33.9	8.3	113	1261	61
1973-74	247,831	26.6	27.2	46.2	18.7	91.7	819	11386	7562	22.6	6.3	71.1	34.4	NA	107	NA	NA

The sources for the above data are as follows:

(1) Average daily membership, transiency and attendance rates were obtained from end-of-year Attendance Office reports.

(2) Ethnic percentages and numbers of personnel shown are obtained from September Desegregation reports compiled by the Office of Administrative Research. The staff ethnic percentages refer to instructional personnel only.

(3) Administrators include school principals, assistant principals, county division and department heads, as well as non-instructional specialists such as computer programmers, buyers, accountants who are classified as administrators for pay purposes.

(4) The percent of M.A. or higher degrees and average years Florida teaching experience data were obtained from end-of-year personnel files and refer to total certificated staff.

(5) Operating and contracted expenses were computed from fiscal year expenditures, omitting community services, but including capital outlay expenditures for equipment, replacement library books, audio-visual, for existing schools.

DADE COUNTY PUBLIC SCHOOLS

READING ACHIEVEMENT

TABLE 5 - RESULTS OF THE 1975 SPRING TESTS: READING COMPREHENSION SCORES

READING COMPREHENSION													
Grade	1	2	3	4*	5	6		7	8	9	10	11	12
Mean G.E.	1.83	2.72	3.56	4.30	5.56	6.47	Mean %ile	40.0	41.0	42.0	44.0	42.0	45.0
Median G.E.	1.7	2.5	3.3	4.1	5.3	6.2	Median %ile	36.0	36.0	38.0	42.0	38.0	42.0
Norm G.E.	1.8	2.8	3.8	4.8	5.8	6.8	Norm %ile	50.0	50.0	50.0	50.0	50.0	50.0
Standard Deviation	1.04	1.21	1.49	1.80	2.06	2.32	Standard Deviation	27.30	28.62	29.09	28.75	28.30	28.69
Number	13313	14368	15869	16670	18492	19112	Number	17781	17124	16976	16766	14440	9854

*There are reasons to believe that the grade four level of achievement is underestimated by two to three grade equivalent months. For a discussion of this problem refer to the text on pages 54 and 55.

**See page 45 for a definition of standard deviation.

DADE COUNTY PUBLIC SCHOOLS

MATHEMATICS ACHIEVEMENT

TABLE 6 — RESULTS OF THE 1975 SPRING TESTS: MATHEMATICS COMPUTATION SCORES

MATHEMATICS COMPUTATION													
Grade	1	2	3	4*	5	6		7	8	9	10	11	12
Mean G.E.	2.04	2.96	3.95	5.05	6.20	7.12	Mean %ile	42.0	42.0	45.0	46.0	47.0	50.0
Median G.E.	2.0	2.9	3.9	4.8	5.9	6.7	Median %ile	38.0	38.0	40.0	42.0	44.0	50.0
Norm G.E.	1.8	2.8	3.8	4.8	5.8	6.8	Norm %ile	50.0	50.0	50.0	50.0	50.0	50.0
Standard Deviation	0.96	1.02	1.20	1.61	1.98	2.17	Standard Deviation	30.02	30.25	28.59	28.13	28.40	29.61
Number	13280	14339	15822	16663	18443	19067	Number	17752	17096	16947	16747	14432	9835

* There are reasons to believe that the grade four level of achievement is underestimated by one to two grade equivalent months. For a discussion of this problem refer to the text on pages 54 and 55.

DADE COUNTY PUBLIC SCHOOLS

MATHEMATICS ACHIEVEMENT

TABLE 7 - RESULTS OF THE 1975 SPRING TESTS: MATHEMATICS CONCEPTS SCORES

MATHEMATICS CONCEPTS									
Grade	1	2	3	4*	5	6		7	8
Mean G.E.	2.11	3.01	4.05	4.72	5.81	6.66	Mean %ile	40.0	40.0
Median G.E.	2.0	2.8	3.7	4.5	5.6	6.5	Median %ile	34.0	34.0
Norm G.E.	1.8	2.8	3.8	4.8	5.8	6.8	Norm %ile	50.0	50.0
Standard Deviation	1.18	1.23	1.60	1.76	1.91	2.11	Standard Deviation	29.65	29.45
Number	13295	14331	15772	16664	18443	19059	Number	17237	16752

*There are reasons to believe that the grade four level of achievement is underestimated by two to three grade equivalent months. For a discussion of this problem refer to the text on pages 54 and 55.

TABLE 8 — COMPARISON OF MEAN RESULTS FOR 1974 AND 1975: NEW STANFORD READING AND MATHEMATICS SCORES

		GRADE EQUIVALENTS						PERCENTILES					
	Grade	1	2	3	4	5	6	7	8	9	10	11	12
READING	1975 Mean	1.83	2.72	3.56	4.30	5.56	6.47	40.0	41.0	42.0	44.0	42.0	45.0
	1974 Mean	1.78	2.67	3.67	4.35	5.55	6.58	39.0	41.0	43.0	45.0	44.0	42.0
	Difference	+.05	+.05	-.11	-.05	+.01	-.11	+1.0	0.0	-1.0	-1.0	-2.0	+3.0
	Norm	1.8	2.8	3.8	4.8	5.8	6.8	7.8	8.8	9.8	10.8	11.8	12.8
MATH COMPUTATION	1975 Mean	2.04	2.96	3.95	5.05	6.20	7.12	42.0	42.0	45.0	46.0	47.0	50.0
	1974 Mean	2.09	3.01	4.24	5.24	6.42	7.41	43.0	44.0	44.0	47.0	50.0	48.0
	Difference**	-.05	-.05	-.29	-.19	-.22	-.29	-1.0	-2.0	+1.0	-1.0	-3.0	+2.0

*The 1974 means represent only those pupils who took the new Stanford in 1974. The Mathematics Concepts subtest was not administered in 1974; hence, no comparison is possible here.

**The differences are taken by subtracting the 1974 score from the 1975 score.

TABLE 9 - BY-GRADE GAINS FOR PUPILS TESTED IN BOTH 1973-74 AND 1974-75

READING

	Grade Equivalents					Percentile Scores					
GRADE	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
Pre Score	1.89	2.77	3.77	4.43	5.62	44.54	40.39	43.15	44.11	47.92	47.56
Post Score	2.81	3.66	4.46	5.77	6.76	42.22	43.55	43.11	45.87	43.64	48.90
Difference	+0.92	+0.89	+0.69	+1.34	+1.14	- 2.32	+ 3.16	- 0.04	+ 1.76	- 4.28	+ 1.34

MATHEMATICS COMPUTATION

	Grade Equivalents					Percentile Scores					
GRADE	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
Pre Score	2.18	3.22	4.34	5.34	6.50	56.31	45.32	46.89	45.35	50.64	53.93
Post Score	3.03	4.01	5.20	6.49	7.45	44.87	44.32	45.98	47.12	47.84	53.39
Difference	+0.85	+0.79	+0.86	+1.15	+0.95	-11.44	- 1.00	- 0.91	+ 1.77	- 2.80	- 0.54

NORTHEAST AREA 1

Elementary Schools		Junior High Schools	Senior High Schools
BAY HARBOR	NATURAL BRIDGE	FISHER, IDA M.	MIAMI BEACH
BISCAYNE	NORLAND	JEFFERSON, T.	MIAMI NORLAND
BISCAYNE GARDENS	NORTH BEACH	KENNEDY, JOHN F.	NORTH MIAMI
BRYAN, WM. J.	NORTH MIAMI	NAUTILUS	NORTH MIAMI BEACH
FIENBERG, LEROY D.	NORWOOD	NORLAND	
FULFORD	OAK GROVE	NORTH MIAMI	
GRATIGNY	OJUS		
GREYNOLDS PARK	PARKWAY		
HIBISCUS	SABAL PALM		
HIGHLAND OAKS	SOUTH BEACH		
IVES, MADIE	TREASURE ISLAND		

SCHOOL YEAR — 1974-75

SCHOOL: BAY HARBOR EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	485	0.2	11.4	88.4	19.6	92.6	1	22	9	22.7	0.0	77.3	33.3	8.5	99	798	1
1973-74	457	0.2	9.6	90.2	17.6	92.6	1	18	9	22.2	0.0	77.8	25.0	7.9	99	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	48	52*	56	43*	55	61*	70	82*	90	73*	79	79*
READING MEDIAN	2.6	2.7*	3.3	3.9*	4.0	4.7*	5.6	6.1*	6.4	7.0*	6.9	7.7*
MATH COMPUTATION MEDIAN	2.9	2.9*	3.2	4.1*	4.6	5.3*	6.5	6.5*	7.5	7.7*	9.4	9.3*
MATH CONCEPTS MEDIAN [2]	4.0	NA	4.0	NA	5.8	NA	6.8	NA	8.7	NA	10.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	-0.5	-0.1	-0.6	-0.5	-0.3	+0.1	+0.2	-0.1	-0.2	+0.1	+0.5	+0.4	+0.8	+0.5
PUPILS TESTED [4]	40	37	49	67	63	40	36	49	67	63	40	36	49	67	63

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR BAY HARBOR EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	C	0	0	23	17	19	17	23
2	C4	04	05	23	11	18	14	12	11
3	0	04	05	20	23	18	09	11	11
4	C1	03	11	11	20	14	17	13	C9
5	C1	0	07	14	32	19	14	08	07
6	0	01	09	28	14	18	13	11	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	04	10	25	17	10	33
2	0	09	07	12	19	14	18	11	C9
3	0	0	13	07	11	25	23	13	09
4	0	0	01	11	16	16	20	21	14
5	0	0	0	16	12	16	21	15	16
6	C	0	05	09	19	15	18	16	18
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	0	C	C	04	06	19	31	40
2	0	0	0	04	23	11	26	25	11
3	0	04	0	C	11	23	13	07	41
4	C	01	0	10	10	16	19	21	23
5	C	01	C	03	11	15	16	19	34
6	C	0	01	04	08	09	16	15	47
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: BISCAYNE EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	421	0.5	30.7	68.8	25.2	92.7	1	23	9	26.0	4.3	69.7	37.5	13.5	54	1029	2
1973-74	438	0.7	45.9	53.4	19.8	93.6	1	17	13	29.4	0.0	70.6	35.0	15.1	50	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	47	42	53	42	45	51	60	55	60	69	74	76
READING MEDIAN	2.2	2.2	3.2	3.0	3.9	4.5	5.7	5.8	6.8	7.1	8.1	7.7
MATH COMPUTATION MEDIAN	2.7	2.9	3.4	3.7	4.8	5.5	5.6	6.3	6.7	9.9	10.5	10.5
MATH CONCEPTS MEDIAN [2]	2.2	NA	2.9	NA	5.2	NA	5.4	NA	7.7	NA	9.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3		5	6	2	3	4	5	6
DIFFERENCE	+0.0	-0.1	+0.4	+0.3	+0.0	+0.0	+0.3	-0.4	+0.2	+0.3	-0.2	-0.1	-0.7	+0.8	+0.2
PUPILS TESTED [4]	32	36	49	43	58	32	36	49	43	58	16	36	49	43	58

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR BISCAYNE EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	04	04	23	21	27	04	13
2	0	07	14	07	18	18	18	11	07
3	0	0	10	17	38	13	08	08	04
4	0	0	13	08	23	18	20	08	08
5	0	0	07	15	22	15	13	17	10
6	01	0	05	20	16	16	15	14	11
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	04	21	15	25	04	27
2	0	04	14	14	21	18	18	0	11
3	0	0	04	06	15	27	25	13	10
4	03	03	08	12	18	13	20	12	10
5	0	0	0	10	20	22	20	10	15
6	01	0	03	05	10	14	15	15	37
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	10	15	33	08	21	08
2	0	11	07	18	18	14	18	11	04
3	0	0	0	08	17	25	31	13	04
4	03	05	05	12	22	18	10	12	13
5	0	0	03	08	15	22	17	13	22
6	01	01	01	03	15	23	09	10	37
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: BISCAYNE GARDENS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	805	18.1	12.5	69.4	9.1	93.3	2	45	16	24.4	2.2	73.4	31.8	10.3	92	976	1
1973-74	833	15.9	13.0	71.1	10.8	94.4	2	42	22	26.2	0.3	73.8	31.1	10.1	93	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	82	91*	93	96*	91	100*	92	101*	104	123*	118	123*
READING MEDIAN	2.1	2.1*	3.2	2.9*	3.6	3.7*	4.1	4.3*	5.4	5.4*	6.9	6.8*
MATH COMPUTATION MEDIAN	2.2	2.3*	3.0	3.4*	3.8	4.0*	4.8	5.2*	6.2	5.8*	7.5	7.0*
MATH CONCEPTS MEDIAN [2]	2.2	NA	3.5	NA	3.0	NA	4.2	NA	5.4	NA	7.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	-0.1	-0.2	+0.1	+0.3	+0.0	-0.2	-0.1	+0.1	+0.3	+0.4	-1.1	-0.4	-0.5	+0.0
PUPILS TESTED [4]	79	78	87	87	110	79	78	87	87	110	79	77	87	87	110

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

08

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	01	06	11	30	18	18	05	11
2	05	07	12	10	15	18	09	14	08
3	0	13	11	21	26	11	07	07	03
4	09	09	20	16	20	11	07	04	03
5	04	13	13	17	21	15	09	04	04
6	01	06	17	08	27	19	12	08	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	12	11	13	18	12	06	20
2	03	08	14	16	21	12	16	04	08
3	07	12	14	15	18	09	13	08	04
4	06	14	11	19	16	13	12	05	0
5	0	08	12	14	21	17	13	07	06
6	0	04	10	16	18	23	13	11	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	06	12	10	26	20	06	17
2	03	07	11	10	13	17	20	07	14
3	03	27	24	16	12	13	04	0	0
4	07	16	16	13	19	15	07	03	03
5	07	13	14	21	16	18	06	0	03
6	01	09	06	13	26	24	08	09	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: BRYAN WM J EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	980	1.7	12.9	85.4	18.5	89.7	1	38	14	21.0	5.2	73.8	46.1	9.3	105	760	1
1973-74	846	1.6	12.1	86.3	20.7	92.5	1	31	21	22.6	3.2	74.2	31.3	8.9	87	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	66	25	95	90	100	102	101	99	104	81	126	114
READING MEDIAN	2.3	2.1	3.1	3.5	4.7	4.4	5.1	5.7	6.9	7.4	7.1	7.1
MATH COMPUTATION MEDIAN	2.4	1.9	3.1	3.4	4.7	4.8	5.7	5.5	7.8	8.8	8.0	8.5
MATH CONCEPTS MEDIAN [2]	2.4	NA	3.5	NA	4.7	NA	5.4	NA	6.8	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.0	+0.0	+0.3	-0.4	-0.2	+0.3	-0.1	+0.6	-0.4	-0.1	+0.0	-0.1	+0.2	-0.5
PUPILS TESTED [4]	26	73	82	73	94	26	73	81	72	94	26	73	81	72	94

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR BRYAN WM J EL

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	01	04	13	18	14	15	13	20
2	05	05	14	12	20	14	17	01	13
3	0	0	0	12	23	26	20	10	04
4	04	04	08	20	27	17	09	05	06
5	0	01	03	11	20	31	13	17	05
6	03	0	05	18	29	15	09	11	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	01	08	13	18	09	27	04	20
2	04	08	07	20	15	17	15	08	07
3	01	0	08	08	16	17	19	19	11
4	0	08	11	16	14	16	12	07	12
5	0	01	05	17	08	15	21	15	19
6	04	0	05	16	16	17	08	12	20
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	04	07	20	20	09	23	18
2	0	04	07	12	17	23	14	14	08
3	0	05	04	10	27	22	15	09	09
4	01	06	08	10	29	17	15	07	07
5	0	05	04	13	22	21	13	16	07
6	0	0	16	14	19	13	15	08	12
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

83

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: FIENBERG EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	478	4.[illegible]	59.2	36.0	29.9	88.3	1	27	13	25.9	18.5	55.6	32.1	8.6	88	1111	1
1973-74	420	5.2	55.1	39.7	25.7	92.0	1	19	17	26.3	21.1	52.6	27.3	9.2	80	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	26	30*	56	44*	66	44*	49	55*	67	60*	80	72*
READING MEDIAN	3.8	3.0*	2.5	3.6*	3.5	4.3*	3.6	4.7*	5.6	4.9*	5.7	6.8*
MATH COMPUTATION MEDIAN	2.9	2.3*	2.8	3.0*	4.3	5.1*	5.1	4.7*	5.9	5.8*	6.2	6.9*
MATH CONCEPTS MEDIAN [2]	3.0	NA	2.7	NA	4.5	NA	4.9	NA	5.6	NA	5.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.6	-0.3	-1.0	-0.2	+0.4	-0.6	+0.5	-0.7	-0.3	-0.3	-0.4	+0.4	-0.3	-0.5	-0.3
PUPILS TESTED [4]	39	41	35	48	54	39	42	35	48	54	39	42	35	48	54

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR FIENBERG EL

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	0	0	04	0	11	15	04	59
2	08	19	16	16	13	10	10	0	06
3	0	09	18	23	14	21	03	06	05
4	14	16	21	23	12	07	0	0	04
5	07	04	10	19	26	19	09	04	01
6	06	09	17	31	16	13	01	05	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINES

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	07	04	07	07	33	15	26
2	05	11	21	16	26	10	05	03	03
3	03	0	09	09	32	15	06	12	14
4	07	04	11	19	21	18	11	09	0
5	01	04	14	20	20	22	06	06	06
6	0	11	13	31	17	17	05	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	04	0	0	07	19	19	07	41
2	05	11	13	16	26	15	05	10	0
3	0	05	09	11	33	20	06	12	03
4	07	12	07	07	32	19	04	09	04
5	12	04	14	16	17	19	13	03	01
6	05	15	20	24	25	06	01	04	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: FULFORD EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	526	10.9	11.8	71.3	11.8	92.1	1	26	7	19.2	3.8	77.0	28.5	10.9	94	844	1
1973-74	548	18.2	9.3	72.5	17.2	92.5	1	20	10	20.0	5.0	75.0	26.9	10.2	90	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	60	72	58	73	71	80	65	64	67	73	82	87
READING MEDIAN	1.8	1.5	2.4	2.4	3.5	3.6	4.5	5.1	6.0	6.9	6.8	8.1
MATH COMPUTATION MEDIAN	2.1	1.9	2.9	2.8	3.7	3.7	5.0	4.1	5.4	6.4	7.5	7.5
MATH CONCEPTS MEDIAN [2]	2.1	NA	3.5	NA	3.2	NA	4.5	NA	5.6	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.0	+0.1	-0.2	-1.0	-0.1	+0.1	+0.3	-0.3	-0.1	+0.7	-0.4	+0.1	+0.3	-0.4
PUPILS TESTED [4]	48	56	55	45	64	48	56	55	45	64	48	56	55	45	64

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	15	22	22	17	07	08	08
2	07	05	17	29	19	10	0	03	08
3	04	14	14	24	22	08	10	03	01
4	04	12	20	19	14	14	12	01	0
5	01	04	07	22	26	16	12	05	05
6	01	05	18	20	22	10	14	08	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	05	12	12	27	20	17	05	03
2	07	10	15	10	27	19	07	0	03
3	06	09	17	19	23	12	01	06	06
4	01	16	07	27	19	17	07	05	01
5	03	07	14	30	10	22	12	03	0
6	05	07	07	21	11	23	14	07	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	05	12	30	18	20	10	03
2	0	0	0	07	20	31	17	12	10
3	03	13	23	31	14	12	03	03	0
4	0	19	06	24	18	13	12	05	0
5	03	04	08	29	27	15	05	07	01
6	0	08	13	23	24	16	09	05	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: GRATIGNY EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	587	2.0	22.0	76.0	15.3	94.3	1	29	11	20.6	6.8	72.6	39.2	11.8	86	844	1
1973-74	560	0.4	16.5	83.1	11.1	94.6	1	20	15	30.0	0.0	70.0	34.6	12.6	73	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	49	73	78	79	73	64	70	83	88	88	90	77
READING MEDIAN	2.0	2.2	3.1	3.3	4.4	4.3	5.4	4.9	5.9	5.8	7.6	6.7
MATH COMPUTATION MEDIAN	2.4	2.6	3.2	3.7	4.8	4.3	5.1	5.2	6.2	6.7	8.0	8.8
MATH CONCEPTS MEDIAN [2]	2.1	NA	3.2	NA	5.4	NA	5.6	NA	6.2	NA	8.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.3	+0.3	+0.1	+0.2	+0.0	+0.0	+0.2	+0.0	+0.0	+0.0	+0.4	+0.3	+0.0	+0.4
PUPILS TESTED [4]	63	63	56	76	69	66	63	57	76	69	66	63	57	76	69

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR GRATIGNY EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	10	11	15	13	11	15	13	08	05
2	04	04	17	13	15	17	14	04	13
3	0	06	06	09	26	19	12	13	06
4	04	05	09	13	23	23	15	03	05
5	01	03	14	14	28	16	12	09	03
6	01	07	09	18	18	17	13	14	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	06	15	10	18	18	08	08	15
2	0	05	13	15	13	21	14	07	10
3	0	03	05	13	12	30	25	08	05
4	03	07	16	15	24	05	15	09	07
5	0	05	13	12	29	15	14	08	04
6	0	03	10	19	18	14	13	11	11
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	10	18	13	26	10	08	10
2	04	06	09	14	15	16	16	14	06
3	01	03	03	09	12	14	21	14	23
4	0	01	11	12	17	24	20	12	03
5	03	06	11	10	27	24	09	05	05
6	0	09	09	08	15	17	10	09	22
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: GREYNOLDS PARK EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	603	0.0	6.0	94.0	13.5	92.7	1	26	9	26.9	0.0	73.1	34.6	9.3	98	995	1
1973-74	587	0.0	6.6	93.4	18.9	94.3	1	22	16	22.7	0.0	77.3	21.7	7.8	95	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	66	56	65	70	73	74	75	90	78	87	92	97
READING MEDIAN	1.8	1.9	2.9	3.2	4.9	4.5	5.6	5.2	6.5	5.8	7.9	7.4
MATH COMPUTATION MEDIAN	2.6	2.6	3.0	3.2	4.7	5.0	5.2	5.6	6.9	6.4	7.8	8.5
MATH CONCEPTS MEDIAN [2]	2.1	NA	3.1	NA	5.2	NA	5.8	NA	6.8	NA	9.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.4	-0.1	+0.4	+0.5	-0.1	+0.4	-0.9	+0.2	+0.2	-0.4	+0.3	-0.2	+0.3	+1.3
PUPILS TESTED [4]	47	56	61	69	77	46	56	61	69	76	46	56	61	69	76

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C3	08	17	17	11	14	11	C9	12
2	C4	10	08	14	22	19	07	10	07
3	04	03	10	10	15	14	18	12	14
4	C	C	15	13	24	10	20	08	08
5	C1	01	14	11	26	19	14	C6	08
6	0	0	07	18	17	26	18	C6	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	05	08	14	12	21	15	C9	15
2	04	07	11	18	23	11	14	C3	10
3	0	01	06	09	15	28	23	C8	09
4	05	08	16	18	22	16	08	C6	01
5	0	07	13	14	16	14	20	C9	08
6	C	01	03	16	25	20	15	12	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	06	06	14	23	15	15	09	12
2	C4	10	11	12	21	22	14	03	04
3	0	06	06	08	14	18	21	12	15
4	C1	0	11	11	20	11	16	17	09
5	C	05	06	15	19	17	23	06	08
6	01	0	01	08	12	16	16	18	28
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: HIBISCUS EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	464	0.9	8.8	90.3	17.9	94.6	1	24	10	25.0	0.0	75.0	18.5	9.0	75	914	2
1973-74	741	8.2	5.6	86.2	17.5	93.9	1	27	20	25.9	0.0	74.1	10.7	8.5	111	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	49	88*	54	90*	53	84*	65	96*	57	100*	75	105*
READING MEDIAN	2.2	1.6*	3.3	3.1*	4.2	3.9*	3.8	4.7*	6.2	5.7*	6.7	6.8*
MATH COMPUTATION MEDIAN	2.9	2.5*	4.3	4.1*	4.5	4.1*	4.1	5.1*	5.7	6.8*	7.2	6.8*
MATH CONCEPTS MEDIAN [2]	3.0	NA	4.5	NA	4.5	NA	4.5	NA	6.9	NA	8.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.6	-0.1	-0.7	-0.1	-0.3	+0.8	-0.2	-1.0	-0.2	-0.6	+0.2	-0.7	-0.6	+0.4	+0.5
PUPILS TESTED [4]	45	44	45	45	66	46	44	45	45	66	45	44	45	45	66

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from 0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR HIBISCUS EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	04	06	20	33	12	14	10
2	0	04	07	19	14	28	11	07	11
3	0	0	07	20	25	24	11	04	07
4	08	15	15	28	20	09	0	0	0
5	03	06	08	21	19	19	13	06	03
6	01	06	14	18	21	12	17	01	09
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	06	14	10	20	20	27
2	0	0	0	04	04	09	26	12	42
3	0	0	0	09	31	22	15	07	13
4	05	23	18	34	17	03	0	0	0
5	0	03	11	31	16	11	0	15	11
6	01	08	16	12	14	17	16	10	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	04	04	12	14	14	22	29
2	0	04	04	04	11	19	18	23	19
3	0	0	07	19	27	15	09	09	13
4	0	14	08	25	32	12	03	05	0
5	0	0	05	16	23	18	05	15	18
6	01	0	05	08	18	17	17	10	23
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: HIGHLAND OAKS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS ELA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	781	1.7	5.6	92.7	8.2	93.8	1	38	12	21.0	2.6	76.4	48.7	7.2	101	743	1
1973-74	701	2.0	6.1	91.9	8.1	93.9	1	29	16	20.7	0.0	79.3	50.0	7.6	106	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	101	103	107	81	95	82	98	98	116	115	123	115
READING MEDIAN	2.9	2.4	3.9	3.4	4.5	5.5	6.8	6.3	6.7	6.7	7.9	8.9
MATH COMPUTATION MEDIAN	3.0	2.6	4.1	4.3	5.3	6.1	6.4	6.3	6.6	7.2	9.9	10.5
MATH CONCEPTS MEDIAN [2]	3.2	NA	4.2	NA	5.0	NA	6.8	NA	6.2	NA	9.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.1	+0.4	-0.4	+0.2	+0.8	+0.5	+0.1	-0.6	+0.7	+0.5	-0.3	+0.2	-0.6	+0.8
PUPILS TESTED [4]	90	76	84	101	111	90	74	84	101	111	90	74	84	101	111

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	01	0	14	08	15	21	13	25
2	0	01	01	04	16	30	17	18	14
3	0	01	07	14	24	24	13	10	07
4	0	05	08	06	18	13	16	16	17
5	03	03	07	12	21	16	19	14	05
6	01	04	08	14	19	18	18	11	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	01	05	06	21	14	08	45
2	0	0	03	06	09	08	17	16	42
3	01	0	06	03	04	21	28	19	18
4	0	0	03	07	19	21	11	07	33
5	01	07	17	08	17	10	16	12	13
6	0	0	06	06	13	17	14	21	20
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	01	01	07	10	15	23	19	25
2	0	01	04	04	12	22	22	17	19
3	01	01	07	07	18	23	13	13	17
4	0	0	0	01	20	22	10	10	36
5	0	05	08	13	25	16	12	12	07
6	0	06	05	06	08	22	09	17	29
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: IVES EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	577	0.3	7.5	92.2	10.0	93.7	1	27	11	25.9	0.0	74.1	42.3	9.9	87	806	2
1973-74	591	0.0	9.4	90.6	8.7	93.6	1	25	14	24.0	0.0	76.0	40.7	9.1	89	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	67	88	91	66	65	78	76	96	94	94	97	76
READING MEDIAN	2.0	1.9	3.0	3.0	3.6	4.0	4.5	4.5	5.6	6.0	10.2	6.8
MATH COMPUTATION MEDIAN	2.4	2.6	3.1	3.4	4.5	4.5	5.0	5.4	6.7	7.2	8.3	8.8
MATH CONCEPTS MEDIAN [2]	2.1	NA	2.9	NA	4.7	NA	4.5	NA	6.5	NA	8.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.3	+0.1	-0.2	-0.2	+1.1	-0.2	+0.1	-0.3	+0.0	-0.1	-0.3	+0.2	-0.6	-0.1	+0.5
PUPILS TESTED [4]	80	58	68	91	90	80	58	68	91	90	80	58	68	91	90

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	09	22	13	22	13	10	04
2	0	04	11	20	27	13	18	04	0
3	0	04	14	32	14	10	13	04	07
4	04	10	10	21	21	17	12	03	03
5	01	05	17	20	24	13	15	03	01
6	0	03	07	11	14	07	20	23	14
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	09	03	12	12	16	24	06	18
2	01	03	08	14	27	23	15	07	0
3	0	09	09	07	25	23	16	03	09
4	0	05	19	17	19	14	13	08	04
5	0	04	09	14	15	15	20	15	06
6	0	03	06	18	13	17	09	12	21
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	04	12	18	28	12	15	06
2	01	05	04	18	29	10	12	14	05
3	0	01	06	22	20	13	19	12	07
4	01	14	10	19	26	12	09	05	03
5	0	03	10	18	15	23	17	12	0
6	0	0	05	12	18	12	13	11	26
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NATURAL BRIDGE EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	459	13.8	7.0	79.2	30.0	92.6	1	22	10	22.7	4.5	72.8	38.0	8.0	104	820	3
1973-74	415	16.3	4.5	79.2	27.4	93.9	1	17	9	23.5	0.3	76.5	36.8	7.9	100	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	55	31*	51	54*	37	56*	50	55*	55	53*	40	43*
READING MEDIAN	1.6	1.8*	3.2	2.5*	3.2	3.4*	3.9	5.0*	7.9	5.7*	7.9	6.1*
MATH COMPUTATION MEDIAN	2.2	2.1*	2.7	2.9*	3.7	3.9*	4.1	4.9*	5.9	6.3*	7.2	7.0*
MATH CONCEPTS MEDIAN [2]	2.7	NA	2.7	NA	3.6	NA	4.2	NA	7.1	NA	8.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.4	+0.0	+0.1	+1.2	+0.9	-0.5	+0.0	-0.6	-0.2	-0.1	-0.4	-0.3	-0.2	+0.8	+0.8
PUPILS TESTED [4]	21	29	37	41	34	23	28	37	41	34	23	28	37	41	34

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C8	06	24	17	13	13	08	C6	05
2	03	11	11	13	2C	17	08	C9	08
3	0	11	13	26	13	26	03	03	C5
4	06	22	13	24	09	15	C7	04	0
5	0	0	05	06	19	20	22	14	13
6	C4	0	06	19	23	17	04	C8	17
NATL NORM GRP	4	7	12	17	2C	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	06	06	11	19	27	17	C5	06
2	C5	06	22	27	17	08	13	C3	0
3	03	13	03	29	21	16	13	C	03
4	11	13	17	28	17	C9	04	C	0
5	03	05	20	14	20	17	09	C8	03
6	06	0	06	25	27	08	15	C4	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	0	05	03	17	27	21	21	05
2	05	19	17	16	17	11	11	03	0
3	C3	C5	11	29	29	13	03	08	0
4	07	11	11	26	17	11	04	07	06
5	0	05	11	08	14	25	11	08	17
6	C	04	15	13	10	13	04	10	31
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NORLAND EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	918	8.5	7.0	84.5	10.3	93.2	2	38	13	23.6	0.3	76.4	32.5	9.3	106	802	3
1973-74	879	7.5	7.8	84.7	10.8	94.4	2	36	19	22.2	0.3	77.8	31.6	9.5	96	NA	NA

001

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	104	88	94	117	124	125	145	150	154	140	141	120
READING MEDIAN	2.5	2.3	3.0	3.0	3.7	4.1	4.5	5.2	5.8	6.0	6.7	6.7
MATH COMPUTATION MEDIAN	2.7	2.9	3.5	3.1	3.9	5.0	6.0	6.7	7.5	8.0	7.2	7.8
MATH CONCEPTS MEDIAN [2]	2.4	NA	3.5	NA	4.2	NA	5.6	NA	5.8	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.3	-0.2	-0.3	-0.2	-0.1	+0.0	+0.0	+0.0	+0.1	-0.7	-0.3	-0.1	-0.2	-1.0	-1.0
PUPILS TESTED [4]	80	111	126	141	125	81	111	126	141	125	81	111	126	141	125

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR NORLAND EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C3	04	06	05	13	13	23	11	22
2	05	04	15	10	13	20	15	C6	05
3	0	15	15	08	24	14	14	C3	05
4	C4	C7	14	21	23	12	15	03	0
5	C1	0	11	19	32	20	09	C4	03
6	C1	C7	04	27	22	18	09	C7	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	05	05	08	13	16	21	C7	25
2	01	C	03	15	21	13	22	10	13
3	0	08	19	17	15	12	10	03	14
4	0	05	07	09	19	20	16	15	09
5	01	C	06	11	C9	16	23	16	16
6	01	0	12	17	23	18	11	11	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	03	07	10	15	15	11	16	23
2	04	05	05	15	10	23	18	10	10
3	C	C6	12	11	24	22	11	06	06
4	C	01	07	12	23	22	15	11	09
5	03	06	11	20	25	17	07	07	04
6	01	11	11	13	20	21	11	05	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NORTH BEACH EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	683	3.5	17.1	79.4	9.2	92.9	1	37	11	18.9	10.8	70.3	34.2	8.5	82	850	1
1973-74	659	2.9	19.8	77.3	15.7	93.2	1	24	10	29.2	4.2	66.6	31.0	10.0	81	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	64	67*	81	85*	99	83*	101	99*	110	109*	119	121*
READING MEDIAN	2.3	2.2*	3.3	3.6*	4.9	5.2*	5.8	5.5*	7.6	7.6*	10.5	9.0*
MATH COMPUTATION MEDIAN	2.9	2.8*	3.5	3.5*	5.1	6.3*	7.2	6.6*	7.5	9.3*	9.9	10.7*
MATH CONCEPTS MEDIAN [2]	3.5	NA	3.5	NA	5.2	NA	5.6	NA	7.5	NA	8.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.3	-0.2	+0.6	+0.5	+0.2	+0.6	-0.1	-0.1	-0.1	+0.3	+0.4	-0.8	+0.0	-0.1
PUPILS TESTED [4]	57	79	81	89	101	57	78	81	89	101	57	78	81	89	101

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	05	16	09	19	11	09	30
2	0	01	07	13	22	21	10	05	18
3	0	0	03	15	17	15	13	17	19
4	0	03	07	15	15	23	18	10	10
5	01	01	0	12	13	19	18	15	19
6	0	01	01	05	13	15	25	18	22
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	06	06	20	06	17	06	38
2	0	04	10	06	18	22	15	10	16
3	01	01	03	03	19	16	13	21	22
4	01	0	01	06	12	13	13	23	30
5	0	03	03	11	22	12	17	19	15
6	0	0	03	07	07	16	19	13	34
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	06	08	11	16	13	47
2	0	01	05	05	21	22	15	11	21
3	0	01	04	13	11	21	18	15	16
4	01	0	06	12	19	23	16	12	10
5	03	0	08	12	12	20	06	16	21
6	0	01	0	05	06	19	24	13	30
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NORTH MIAMI EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	631	4.8	12.1	83.1	19.5	92.4	1	26	9	26.9	0.0	73.1	33.3	9.4	91	815	1
1973-74	616	5.0	10.9	84.1	22.2	93.5	1	22	16	27.3	0.0	72.7	50.0	10.6	94	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	18	16	71	79	78	83	83	86	88	81	97	101
READING MEDIAN	1.4	1.8	3.2	3.3	4.4	4.2	4.9	4.4	6.3	5.7	6.2	7.1
MATH COMPUTATION MEDIAN	2.2	2.7	3.2	3.1	4.4	4.3	5.0	5.0	6.4	5.9	6.4	7.2
MATH CONCEPTS MEDIAN [2]	2.7	NA	3.7	NA	5.4	NA	5.4	NA	5.8	NA	6.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.3	+0.2	−0.1	+0.2	+0.0	−0.1	+0.3	−0.1	+0.1	+0.1	+0.3	+0.7	−0.1	−0.3	−0.1
PUPILS TESTED [4]	18	69	66	79	78	18	68	66	79	78	18	68	66	79	78

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	11	15	15	16	07	10	15	11
2	03	04	09	14	23	15	14	09	09
3	01	06	10	16	17	19	06	21	04
4	C5	12	16	09	22	19	11	0	04
5	C4	0	09	16	24	20	13	08	03
6	0	09	25	16	13	13	06	C6	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	05	11	21	13	15	11	C3	18
2	01	08	05	12	23	17	21	C6	08
3	0	05	07	20	19	22	16	C4	07
4	05	14	12	20	13	16	12	0	06
5	01	0	14	14	20	15	18	11	04
6	C3	07	20	16	19	12	12	C4	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	10	10	15	18	16	16	13
2	01	01	10	09	12	21	24	13	09
3	0	0	04	11	20	14	25	14	14
4	06	09	14	15	10	20	16	06	04
5	01	09	18	19	16	23	10	03	01
6	04	09	13	22	16	18	06	05	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: NORWOOD EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	591	4.9	5.8	89.3	17.5	93.9	1	22	18	22.7	0.0	77.3	42.8	6.5	91	762	5
1973-74	595	4.5	7.9	87.6	14.3	94.4	1	23	20	26.1	0.0	73.9	40.0	7.9	90	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	55	70	57	72	70	82	76	97	94	90	96	80
READING MEDIAN	2.6	1.9	3.0	3.0	3.6	3.7	4.1	4.4	5.6	5.6	6.9	6.7
MATH COMPUTATION MEDIAN	2.6	2.4	3.0	3.7	3.8	3.8	4.6	4.1	6.4	6.2	8.8	7.8
MATH CONCEPTS MEDIAN [2]	2.2	NA	2.8	NA	3.9	NA	4.9	NA	5.9	NA	7.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	-0.3	+0.0	+0.2	+0.1	-0.2	-0.5	+0.0	+0.8	+0.5	-0.4	-0.6	+0.3	+0.4	+0.0
PUPILS TESTED [4]	53	65	68	86	77	53	65	68	86	77	53	65	68	86	77

1. In 1973-74 one half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	07	16	14	22	14	22
2	05	05	08	15	24	24	13	05	0
3	03	10	13	16	30	13	06	06	04
4	05	06	23	18	23	12	12	0	0
5	03	05	16	14	23	21	10	04	03
6	0	03	08	21	30	20	05	07	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	09	12	17	14	19	10	17
2	03	10	11	16	18	13	13	06	10
3	03	09	14	17	23	14	13	03	04
4	03	08	12	35	13	09	08	08	05
5	0	04	19	10	18	19	13	09	09
6	0	0	0	23	14	11	29	05	16
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	07	10	22	19	24	09	05
2	03	13	13	10	18	18	18	06	0
3	01	13	10	11	21	20	04	10	09
4	0	05	14	19	21	06	09	13	12
5	01	07	11	16	22	26	10	05	0
6	0	01	05	18	17	28	14	09	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: OAK GROVE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS F.L.A. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	570	6.7	8.5	84.8	15.3	93.9	1	32	9	21.9	3.2	75.0	25.8	7.8	97	832	2
1973-74	533	5.9	9.8	84.3	12.6	94.3	1	23	10	21.7	0.0	78.3	19.2	8.1	88	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	70	58*	55	56*	62	70*	77	78*	75	83*	87	94*
READING MEDIAN	1.7	1.8*	3.1	3.1*	5.3	4.1*	4.9	5.0*	5.9	5.4*	6.6	6.2*
MATH COMPUTATION MEDIAN	2.2	2.4*	3.8	3.4*	4.3	3.9*	5.4	5.6*	5.5	6.0*	7.5	6.9*
MATH CONCEPTS MEDIAN [2]	2.0	NA	3.7	NA	4.5	NA	4.9	NA	5.4	NA	7.9	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	+0.6	+0.1	+0.1	-0.1	+0.4	-0.2	+0.1	-0.8	-0.2	+0.1	-0.3	-0.3	-0.9	+0.3
PUPILS TESTED [4]	43	50	63	59	75	43	50	63	59	75	43	50	63	59	75

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR OAK GROVE EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	08	05	10	27	16	04	11	03	15
2	06	10	12	06	27	16	12	10	0
3	0	06	05	06	14	16	22	14	14
4	04	06	15	18	21	13	10	09	05
5	07	05	19	13	17	15	10	10	05
6	03	11	10	20	25	09	15	03	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	07	07	10	22	21	08	03	22
2	03	07	13	06	10	13	10	15	21
3	0	10	08	11	24	16	16	10	06
4	01	09	10	15	22	23	10	09	0
5	07	19	18	11	13	10	12	04	07
6	03	09	10	13	23	18	14	04	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	01	14	15	27	10	05	07	19
2	03	10	07	03	16	19	16	13	10
3	0	0	16	11	21	25	05	14	08
4	0	06	11	13	28	22	12	04	01
5	10	12	15	18	18	12	07	0	06
6	04	06	04	10	20	21	12	09	13
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: OJUS EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	396	5.0	4.3	90.7	17.5	93.7	1	20	9	25.0	0.0	75.0	38.0	8.9	85	899	2
1973-74	429	4.5	2.6	92.9	16.8	93.8	1	16	10	25.0	0.0	75.0	30.0	8.2	91	NA	NA

110

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	50	51	48	58	60	49	48	54	52	77	79	67
READING MEDIAN	2.9	2.9	3.9	3.3	4.8	4.5	5.3	5.2	6.7	6.2	7.6	7.7
MATH COMPUTATION MEDIAN	2.7	2.6	3.4	3.2	4.5	4.7	5.2	6.0	6.6	6.0	8.5	8.3
MATH CONCEPTS MEDIAN [2]	2.2	NA	4.7	NA	4.5	NA	5.4	NA	7.9	NA	8.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	−0.3	+0.0	−0.2	+0.2	+0.1	+0.0	+0.3	−0.5	−0.1	+0.3	+0.8	−0.1	−0.3	+1.1	+0.5
PUPILS TESTED [4]	40	50	37	44	69	40	50	37	44	69	40	50	37	44	69

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	0	0	10	18	24	18	24
2	0	0	06	10	10	20	27	18	06
3	0	07	07	11	20	13	25	10	07
4	04	08	12	12	27	13	19	04	0
5	05	08	08	10	20	17	14	08	08
6	0	06	06	15	21	27	09	11	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	10	14	22	14	08	30
2	0	04	08	08	24	20	20	06	10
3	0	05	03	20	15	21	20	10	07
4	06	10	17	13	21	19	04	08	0
5	0	03	19	10	17	08	25	07	08
6	01	06	05	16	12	22	16	09	13
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	0	20	38	28	04	04
2	0	0	0	04	06	24	14	20	29
3	0	03	10	11	15	31	20	03	05
4	0	10	10	12	13	29	17	06	0
5	0	03	08	07	10	15	14	20	20
6	0	0	07	11	07	27	20	09	15
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

111

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: PARKWAY EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	603	8.5	6.0	85.5	11.4	93.5	1	24	11	20.8	0.0	79.2	32.0	9.8	89	738	1
1973-74	497	10.2	5.6	84.2	9.1	94.1	1	20	18	30.0	0.0	70.0	31.8	10.3	74	NA	NA

112

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	63	47*	54	55*	87	53*	59	94*	122	84*	105	80*
READING MEDIAN	2.0	1.9*	2.6	3.2*	3.7	3.9*	4.8	4.9*	6.3	6.4*	6.8	7.5*
MATH COMPUTATION MEDIAN	2.0	2.3*	3.1	3.9*	4.1	4.2*	4.6	5.1*	6.4	6.8*	7.5	8.3*
MATH CONCEPTS MEDIAN [2]	2.0	NA	3.4	NA	3.7	NA	4.7	NA	5.9	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	-0.3	+0.2	+0.0	-0.3	+0.0	-0.4	-0.6	-0.1	-0.2	+0.2	-1.0	-0.4	-0.3	-0.6
PUPILS TESTED [4]	45	76	53	106	89	46	73	52	106	88	46	73	52	106	88

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	13	11	17	30	10	03	10
2	03	14	16	14	14	16	10	03	10
3	0	11	15	21	20	19	10	0	0
4	0	15	08	26	23	08	11	05	03
5	01	0	13	13	24	19	13	07	07
6	0	0	14	18	31	19	08	07	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	10	13	17	14	10	30	05	0
2	0	09	17	12	14	21	09	05	14
3	0	07	17	15	25	18	13	04	0
4	0	11	11	35	22	15	03	0	0
5	03	06	12	13	18	11	16	11	08
6	0	05	08	19	16	18	11	15	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	08	16	30	27	08	03	06
2	0	07	12	10	17	17	16	07	14
3	05	07	15	25	17	10	14	07	0
4	0	17	06	22	18	17	14	05	0
5	0	03	14	22	17	13	16	06	06
6	0	03	11	20	22	19	17	04	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SABAL PALM EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	923	16.5	6.4	77.1	7.4	93.7	2	42	12	23.8	2.3	73.9	43.1	12.1	93	810	11
1973-74	979	16.5	4.4	79.1	8.5	93.8	2	40	19	25.0	0.0	75.0	36.4	11.7	94	NA	NA

114

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	96	86*	113	116*	109	136*	137	141*	152	176*	175	175*
READING MEDIAN	2.1	2.1*	3.5	3.4*	4.4	4.2*	4.8	5.0*	6.5	5.7*	7.9	7.7*
MATH COMPUTATION MEDIAN	2.4	2.2*	3.2	3.4*	4.3	4.2*	5.1	5.1*	6.6	5.8*	7.5	6.9*
MATH CONCEPTS MEDIAN [2]	2.2	NA	3.4	NA	4.2	NA	5.4	NA	6.2	NA	7.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	+0.2	-0.1	+0.0	+0.4	-0.2	-0.1	-0.4	+0.3	+0.3	+0.0	-0.2	+0.0	+0.2	+0.4
PUPILS TESTED [4]	78	96	118	126	158	76	97	118	126	158	76	97	117	126	158

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR SABAL PALM EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	0	10	19	15	21	09	12	10
2	C6	09	10	07	14	10	22	C6	14
3	C	03	15	14	15	19	15	08	10
4	C5	04	11	27	14	13	13	06	07
5	C3	05	06	18	17	21	18	C9	C3
6	C	04	05	17	19	19	17	10	07
NATL NORM GRP	4	7	12	17	2C	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	05	08	14	18	15	19	C7	16
2	01	14	11	13	10	17	19	06	09
3	01	06	19	10	23	11	09	C8	13
4	0	09	15	21	16	10	10	10	09
5	03	05	08	16	16	16	14	14	08
6	01	05	11	14	19	20	12	C7	11
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	0	06	17	20	20	13	11	14
2	C	11	13	10	10	16	18	10	11
3	C	05	17	19	14	13	06	17	08
4	04	13	04	09	20	16	17	09	10
5	05	08	12	12	20	13	07	13	10
6	C4	04	10	13	18	13	16	10	12
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SOUTH BEACH EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	371	5.1	71.8	23.1	25.8	91.3	1	21	13	23.8	9.5	66.7	23.8	9.7	89	1085	2
1973-74	407	2.6	70.8	26.6	34.6	91.5	1	19	15	15.8	15.8	68.4	18.2	9.7	101	NA	NA

116

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	17	25*	25	31*	44	51*	65	60*	59	51*	56	64*
READING MEDIAN	2.4	2.2*	4.0	3.7*	3.8	4.4*	3.5	3.8*	4.8	4.8*	5.7	6.8*
MATH COMPUTATION MEDIAN	2.7	2.4*	3.8	3.7*	3.7	3.9*	4.5	5.1*	6.9	5.3*	7.8	8.0*
MATH CONCEPTS MEDIAN [2]	4.0	NA	4.7	NA	3.9	NA	4.2	NA	5.8	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.8	-0.6	-1.2	-0.2	-0.1	+0.2	-0.5	-0.2	+0.6	+1.2	+0.8	-0.1	-0.2	+0.2	+0.7
PUPILS TESTED [4]	18	21	41	47	40	18	19	41	47	40	18	20	41	47	40

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	0	0	0	11	28	22	17	17
2	0	0	07	14	11	14	07	14	32
3	0	12	17	10	27	22	12	0	0
4	07	21	19	19	22	10	0	0	01
5	06	13	16	28	16	11	09	0	0
6	08	08	27	22	25	06	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	06	0	11	22	17	11	33
2	0	0	0	04	07	36	25	14	14
3	07	10	17	15	15	15	15	05	0
4	04	09	13	31	19	10	06	03	04
5	08	05	11	09	09	19	28	05	06
6	03	03	08	24	14	19	11	14	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	0	06	06	0	17	72
2	0	0	0	0	0	14	29	29	29
3	0	05	12	22	22	15	15	05	05
4	01	13	16	21	26	07	10	03	01
5	05	09	17	14	16	23	06	08	0
6	06	0	19	22	21	10	14	03	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: TREASURE ISLAND EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	433	3.7	13.9	82.4	15.5	92.4	1	20	7	25.0	0.0	75.0	57.1	13.1	99	843	5
1973-74	455	2.0	11.1	86.9	22.0	93.2	1	19	12	21.1	0.0	78.9	52.4	11.1	100	NA	NA

118

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	53	55*	46	49*	61	61*	49	71*	71	69*	78	69*
READING MEDIAN	2.4	1.8*	3.5	3.7*	4.4	4.9*	6.9	6.1*	6.2	7.1*	8.6	8.9*
MATH COMPUTATION MEDIAN	2.7	2.4*	3.7	3.9*	4.6	4.8*	5.7	5.7*	6.9	6.8*	8.5	9.0*
MATH CONCEPTS MEDIAN [2]	2.7	NA	4.2	NA	4.5	NA	6.2	NA	7.5	NA	8.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	-0.2	+1.0	-0.7	-0.1	+0.3	+0.2	-0.2	-0.1	+0.2	+0.6	-0.3	+0.7	+0.2	+0.7
PUPILS TESTED [4]	37	42	45	63	62	37	42	45	63	62	37	42	45	63	62

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	04	13	16	16	20	13	16
2	06	08	04	10	12	22	12	12	14
3	0	05	02	23	18	30	16	04	04
4	0	0	0	13	09	22	19	22	11
5	01	06	07	16	30	17	10	09	0
6	0	0	05	15	21	23	12	10	12
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	04	05	05	22	27	13	24
2	0	0	08	12	10	24	18	06	22
3	0	02	07	10	15	29	12	17	08
4	0	0	06	11	22	35	13	07	0
5	04	05	06	13	17	14	25	09	07
6	0	01	10	09	13	20	12	17	18
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	09	05	24	25	13	24
2	0	0	04	08	08	20	30	18	12
3	0	02	10	16	28	16	12	17	0
4	0	0	0	06	09	26	30	17	11
5	0	0	06	19	14	17	19	14	09
6	01	0	05	10	12	20	12	10	30
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: FISHER JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL	
1974-75	705	31.3	37.0	31.7	18.8	86.8	3	44	18	20.4	15.9	63.7	34.6	6.3	90	1129	9	
1973-74	713	28.6	34.2	37.2	19.0	86.1	3	41	25	21.9	9.8	68.3	36.4	6.8	72	NA	NA	

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			190	213	179	179	148	195
READING MEDIAN			28.0	24.0	30.0	36.0	42.0	40.0
MATH COMPUTATION MEDIAN			32.0	30.0	32.0	30.0	40.0	32.0
MATH CONCEPTS MEDIAN [2]		NA	18.0	NA	26.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-5.9	+3.0	+4.7		-3.7	+2.5	+3.8		-9.2	+0.0	NA
PUPILS TESTED [4]		146	160	125		146	160	125		146	160	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR FISHER JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	14	10	21	19	18	10	01	02	03
8	10	17	18	16	12	12	07	06	03
9	13	09	12	18	15	14	09	06	05
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	09	16	11	18	19	10	08	04	03
8	11	14	15	15	18	12	07	06	02
9	04	10	14	22	19	09	10	03	10
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	6	22	15	20	13	04	04	01	03
8	3	20	18	18	10	11	08	03	02
9	0	0	0	0	0	0	0	0	0
10	-	--	--	--	--	--	--	--	--
11	-	--	--	--	--	--	--	--	--
12	-	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: JEFFERSON JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1118	21.[illegible]	7.2	71.3	19.1	90.5	3	59	26	23.7	5.0	71.3	33.8	8.4	105	1070	9
1973-74	1168	15.9	7.8	76.3	16.8	89.7	3	51	31	25.5	3.9	70.6	37.5	8.2	101	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			288	259*	281	293*	289	305*
READING MEDIAN			26.0	7.6*	42.0	8.3*	50.0	9.3*
MATH COMPUTATION MEDIAN			30.0	7.0*	38.0	7.2*	42.0	8.4*
MATH CONCEPTS MEDIAN [2]		NA	32.0	NA	40.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-1.6	-0.2	-0.6		-3.4	-0.6	-0.8		-1.5	+1.1	NA
PUPILS TESTED [4]		256	249	253		256	247	253		254	248	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	07	14	21	17	19	12	04	02	02
8	02	12	12	22	18	16	09	07	02
9	02	09	17	13	19	16	15	04	04
10	—	—	—	—	—	—	—	—	—
11	—	—	—	—	—	—	—	—	—
12	—	—	—	—	—	—	—	—	—
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	08	18	14	20	16	13	05	04	02
8	06	14	15	16	14	16	08	08	04
9	01	09	13	25	18	15	09	07	04
10	—	—	—	—	—	—	—	—	—
11	—	—	—	—	—	—	—	—	—
12	—	—	—	—	—	—	—	—	—
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	5	14	23	17	16	10	10	03	01
8	5	13	12	17	21	12	10	07	04
9	0	0	0	0	0	0	0	0	0
10	-	--	--	--	--	--	—	--	—
11	-	--	--	--	--	—	—	—	—
12	-	--	--	--	--	—	—	—	—
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: KENNEDY JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1559	7.3	4.1	88.6	17.7	90.9	4	67	23	19.4	1.4	79.2	37.5	8.7	121	783	4
1973-74	1548	10.8	3.6	85.6	15.6	90.8	4	66	34	21.2	1.5	77.3	28.6	8.2	120	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			664	673	711	703		
READING MEDIAN			54.0	56.0	58.0	58.0		
MATH COMPUTATION MEDIAN			56.0	58.0	62.0	56.0		
MATH CONCEPTS MEDIAN [2]		NA	58.0	NA	56.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+0.4	+1.0			+0.4	+2.0			+0.5	+2.8	NA
PUPILS TESTED [4]		557	606			558	609			558	607	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

124

1974-75 SCHOOL YEAR KENNEDY JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	01	04	07	17	30	22	12	04	04
8	01	06	08	15	21	19	13	08	09
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	04	10	08	15	18	15	11	08	12
8	06	06	09	11	16	15	12	13	11
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	2	08	13	14	18	17	15	06	08
8	3	06	09	17	17	17	12	10	09
9	-	--	--	--	--	--	--	--	--
10	-	--	--	--	--	--	--	--	--
11	-	--	--	--	--	--	--	--	--
12	-	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

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SCHOOL YEAR — 1974-75

SCHOOL: NALTILUS JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1223	13.1	17.1	69.8	19.6	88.7	3	55	18	21.8	3.6	74.6	41.0	11.9	95	854	11
1973-74	1239	15.0	15.0	70.0	23.2	88.4	4	54	34	22.2	1.9	75.9	40.0	12.1	98	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			352	333*	336	346*	319	348*
READING MEDIAN			62.0	8.1*	58.0	10.0*	68.0	11.7*
MATH COMPUTATION MEDIAN			62.0	8.9*	58.0	9.4*	76.0	10.9*
MATH CONCEPTS MEDIAN [2]		NA	62.0	NA	52.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-0.7	+2.0	+0.7		-3.6	+1.5	+6.9		-2.6	-1.6	NA
PUPILS TESTED [4]		286	271	251		286	272	251		286	270	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR NAUTILUS JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	02	04	08	14	22	26	13	04	06
8	03	06	08	14	20	20	15	07	07
9	01	03	08	12	18	22	17	09	11
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	03	06	07	15	19	15	09	09	16
8	04	06	07	16	17	15	10	14	11
9	01	04	08	10	13	19	15	23	08
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	3	07	11	10	17	17	15	14	07
8	4	07	09	15	20	13	11	08	12
9	0	0	0	0	0	0	0	0	0
10	-	--	--	--	--	--	--	--	--
11	-	--	--	--	--	--	--	--	--
12	-	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

127

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SCHOOL YEAR — 1974-75

SCHOOL: NORLAND JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1527	13.4	6.1	80.5	11.0	89.7	4	71	15	22.5	9.8	67.7	46.4	9.5	119	791	1
1973-74	1582	11.0	5.4	83.6	12.7	91.1	4	66	26	24.3	3.0	72.7	45.2	9.5	116	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			434	492	467	455	471	451
READING MEDIAN			34.0	46.0	42.0	48.0	44.0	50.0
MATH COMPUTATION MEDIAN			38.0	50.0	44.0	50.0	44.0	50.0
MATH CONCEPTS MEDIAN [2]		NA	32.0	NA	36.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

128

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-3.0	-5.8	-6.1		-1.6	-4.3	-3.1		-5.6	-3.6	NA
PUPILS TESTED [4]		371	407	400		370	407	400		370	407	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR NORLAND JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	07	11	18	18	20	13	08	03	01
8	04	09	15	19	21	16	07	05	03
9	02	10	16	17	21	18	09	04	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	06	16	13	18	17	13	05	06	05
8	03	14	12	17	21	13	07	08	05
9	02	06	16	22	18	17	08	08	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	9	14	19	19	15	10	07	03	03
8	4	11	16	22	18	12	08	05	05
9	0	0	0	0	0	0	0	0	0
10	-	--	--	--	--	--	--	--	--
11	-	--	--	--	--	--	--	--	--
12	-	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

129

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NORTH MIAMI JR

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1273	14.8	9.6	75.6	18.4	88.3	3	63	18	25.3	3.1	71.6	40.9	8.8	100	851	1
1973-74	1259	13.8	7.5	78.7	18.0	88.0	4	57	30	24.6	1.7	73.7	41.0	8.7	99	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			360	335*	358	368*	393	381*
READING MEDIAN			48.0	7.6*	48.0	9.3*	52.0	10.5*
MATH COMPUTATION MEDIAN			50.0	7.2*	40.0	8.0*	54.0	9.9*
MATH CONCEPTS MEDIAN [2]		NA	44.0	NA	40.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+0.5	-0.1	-0.9		-0.2	+2.0	+1.2		+1.8	+2.9	NA
PUPILS TESTED [4]		277	284	292		277	284	291		277	284	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR NORTH MIAMI JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	06	08	12	13	26	17	10	06	02
8	03	08	14	19	17	18	10	05	05
9	03	05	12	14	24	18	15	06	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	05	13	10	14	17	15	12	06	08
8	06	10	15	18	18	13	07	07	06
9	01	09	11	18	19	15	17	06	06
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	5	14	08	23	15	13	11	03	08
8	5	10	15	18	15	16	12	04	04
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI BEACH SR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2254	27.8	20.9	56.3	40.1	86.8	4	113	36	14.1	4.4	81.5	58.8	10.6	135	966	10
1973-74	2311	21.7	18.9	59.5	44.3	17.9	5	112	43	16.1	3.6	80.3	53.4	9.7	133	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			665	673	527	569	158	164
READING MEDIAN			48.0	54.0	48.0	58.0	64.0	56.0
MATHEMATICS MEDIAN			49.0	59.0	52.0	66.0	80.0	62.0
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		+0.1	+0.1	+2.6		+0.6	+0.9	+0.8
PUPILS TESTED[3]		491	423	124		491	423	124

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	02	11	15	14	20	14	12	07	05
11	05	12	08	17	14	19	11	07	05
12	03	06	06	10	20	16	17	11	12
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	11	14	17	18	12	09	12	06
11	04	07	14	14	15	14	17	07	07
12	02	07	08	09	11	09	25	16	14
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	-	--	--	--	--	--	--	--	--
8	-	--	--	--	--	--	--	--	--
9	-	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI NORLAND SR

STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1942	11.9	4.6	83.5	14.9	90.1	4	107	28	13.0	2.8	84.2	50.0	11.5	85	1075	11
1973-74	2013	11.4	3.7	84.9	19.5	90.7	4	102	30	14.7	1.0	84.3	48.1	11.2	101	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			670	603	542	574	449	473
READING MEDIAN			46.0	45.0	44.0	44.0	52.0	52.0
MATHEMATICS MEDIAN			52.0	52.0	54.0	54.0	56.0	60.0
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		-1.3	-0.2	+0.5		+0.1	+1.5	+0.9
PUPILS TESTED[3]		549	483	399		547	483	400

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	08	14	18	19	15	11	04	09
11	02	08	17	17	22	17	10	04	03
12	03	07	12	16	22	21	10	06	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	05	13	20	20	17	10	04	09
11	01	04	09	21	18	22	11	04	08
12	01	07	10	17	17	18	14	06	11
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	-	--	--	--	--	--	--	--	--
8	-	--	--	--	--	--	--	--	--
9	-	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

135

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NORTH MIAMI SR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL	
1974-75	2356	11.0	8.6	80.4	20.3	86.7	5	125	35	12.0	2.4	85.6	48.7	11.3	91	1043	10	
1973-74	2344	12.4	6.5	81.1	19.6	89.2	5	120	34	15.0	2.5	82.5	47.7	10.7	92	NA	NA	

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			689	757*	600	702*	362	516*
READING MEDIAN			50.0	10.7*	50.0	11.2*	50.0	13.3*
MATHEMATICS MEDIAN			50.0	9.5*	50.0	11.4*	56.0	12.9*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		-1.1	+0.6	-1.5		-0.3	+1.1	-0.5
PUPILS TESTED[3]		541	505	316		540	505	315

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

136

1974-75 SCHOOL YEAR NORTH MIAMI SR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	06	14	16	22	22	09	05	05
11	01	05	13	19	19	17	13	06	05
12	03	09	10	17	24	17	10	06	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	07	10	23	21	14	11	11	04
11	02	04	11	18	24	15	15	07	05
12	02	06	17	14	16	17	18	05	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	-	--	--	--	--	--	--	--	--
8	-	--	--	--	--	--	--	--	--
9	-	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NORTH MIAMI BEACH SR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	3509	11.3	4.4	84.3	31.8	96.2	6	160	51	12.5	2.5	85.0	50.6	6.9	146	846	6
1973-74	3590	13.3	3.1	83.6	29.6	87.4	6	148	66	13.5	2.7	83.8	41.8	6.2	145	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	723	649*	783	727*	702	643*	271	193*
READING MEDIAN	60.0	10.4*	58.0	12.0*	56.0	13.9*	46.0	14.2*
MATHEMATICS MEDIAN	62.0	9.9*	58.0	12.6*	64.0	13.4*	56.0	13.8*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE	+1.8	+0.4	-0.1	-1.3	+0.4	+1.2	-0.4	+0.2
PUPILS TESTED[3]	587	534	573	207	536	584	572	207

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

138

1974-75 SCHOOL YEAR NORTH MIAMI BEACH SR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	02	06	09	13	19	19	16	07	09
10	01	06	10	16	20	19	16	07	06
11	03	05	10	12	24	21	16	06	04
12	04	07	11	19	19	22	11	06	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	01	06	09	15	20	21	12	12	05
10	01	05	13	14	22	18	14	07	07
11	01	04	07	16	19	20	16	08	08
12	01	09	08	14	20	20	14	08	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	-	--	--	--	--	--	--	--	--
8	-	--	--	--	--	--	--	--	--
9	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

139

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

NORTHWEST AREA 2

Elementary Schools		Junior High Schools	Senior High Schools
BRENTWOOD	NORTH COUNTY	CAROL CITY	HIALEAH
BUNCHE PARK	NORTH GLADE	FILER, HENRY H.	HIALEAH-MIAMI LAKES
CAROL CITY	NORTH HIALEAH	HIALEAH	MIAMI CAROL CITY
CRESTVIEW	NORTH TWIN LAKES	NORTH DADE	
DUPUIS, J. C.	OPA-LOCKA	PALM SPRINGS	
EARHART, A.	PALM LAKES	PARKWAY	
FLAMINGO	PALM SPRINGS		
GOLDEN GLADES	PALM SPRINGS NORTH		
LAKE STEVENS	PARKVIEW		
MEADOWLANE	RAINBOW PARK		
MIAMI GARDENS	SCOTT LAKE		
MIAMI LAKES	SKYWAY		
MILAM, M. A.	TWIN LAKES		
MYRTLE GROVE	WALTERS, MAE		
NORTH CAROL CITY			

SCHOOL YEAR — 1974-75

SCHOOL: BRENTWOOD EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	622	59.5	22.8	17.7	15.3	93.2	1	31	11	25.8	9.6	64.6	46.8	5.3	NA	779	5
1973-74	443	51.6	25.9	22.5	13.4	93.0	1	16	7	31.3	0.0	68.7	25.9	4.6	NA	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	74	38	90	61	84	53	71	69	88	61	86	63
READING MEDIAN	1.4	1.4	1.9	2.2	2.8	2.8	3.5	3.8	5.0	4.4	5.6	5.6
MATH COMPUTATION MEDIAN	1.4	1.6	2.2	2.2	3.5	3.3	4.1	4.6	5.6	5.6	6.2	6.0
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.3	NA	2.4	NA	4.0	NA	4.5	NA	5.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	6	6
DIFFERENCE	-0.1	-0.1	+0.1	+0.5	-0.1	-0.4	+0.0	+0.0	+0.0	+0.1	-0.1	-0.5	+0.1	+0.1	+0.3
PUPILS TESTED [4]	67	72	64	74	73	65	72	63	74	73	68	70	63	74	73

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR BRENTWOOD EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	21	11	14	23	08	11	08	01	03
2	08	29	24	16	13	04	05	01	0
3	08	17	27	21	10	13	0	01	0
4	14	22	19	21	11	11	01	01	0
5	03	14	24	16	14	20	06	0	0
6	07	11	24	22	25	03	07	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	18	19	14	18	15	08	05	01	01
2	05	26	25	18	14	08	0	0	0
3	0	13	24	26	27	05	0	01	0
4	11	16	17	21	23	09	0	0	0
5	01	12	18	19	26	10	10	0	0
6	03	10	17	22	26	10	06	05	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	08	15	25	21	15	07	03	03
2	05	15	20	35	15	05	04	01	0
3	13	23	29	21	09	0	0	0	0
4	07	20	17	25	17	09	05	0	0
5	07	09	24	27	14	12	03	01	0
6	0	22	19	25	15	06	07	05	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: BUNCHE PARK EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	703	54.9	16.8	28.3	14.0	92.4	2	48	21	39.5	6.2	54.3	35.4	7.5	81	1038	86
1973-74	601	53.8	4.4	41.8	17.1	93.1	1	34	26	32.3	11.8	55.9	30.6	7.6	53	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED									200	208	204	208
READING MEDIAN									4.4	4.8	5.6	5.7
MATH COMPUTATION MEDIAN									5.5	5.2	6.5	6.6
MATH CONCEPTS MEDIAN [2]		NA		NA		NA		NA	5.4	NA	5.9	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE				-0.1	+0.0				-0.2	+0.1				+0.0	+0.1
PUPILS TESTED [4]				175	170				175	170				175	170

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

143

1974-75 SCHOOL YEAR BUNCHE PARK EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	07	19	24	19	16	10	03	01	*0
6	07	13	22	25	18	11	03	0	*0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	04	12	19	21	17	12	10	03	01
6	03	08	21	18	23	17	09	0	*0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	06	14	19	17	18	13	09	03	0
6	08	12	12	22	24	14	06	0	*0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

144

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CAROL CITY EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1206	32.5	22.3	45.2	16.2	93.7	2	52	17	25.0	3.8	71.2	27.2	8.6	109	703	2
1973-74	1329	25.1	24.3	50.6	16.3	93.2	2	49	33	26.5	0.0	73.5	25.0	7.9	117	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	133	104	132	151	149	184	154	181	196	195	181	216
READING MEDIAN	1.9	1.8	2.6	2.2	3.1	3.2	3.8	3.5	4.5	5.0	5.4	5.8
MATH COMPUTATION MEDIAN	2.0	1.9	2.4	2.4	3.5	3.8	5.2	4.6	5.6	5.9	6.5	6.5
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.2	NA	3.5	NA	4.7	NA	5.4	NA	5.9	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	-0.1	-0.2	-0.1	-0.1	-0.1	+0.3	+0.6	+0.2	+0.0	-0.3	+0.1	+0.2	+0.0	-0.3
PUPILS TESTED [4]	90	124	126	155	159	83	117	125	155	159	87	118	125	155	159

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	10	16	09	08	20	15	11	C4	06
2	C9	16	12	16	25	11	06	0	03
3	11	19	15	16	20	11	05	03	01
4	06	13	29	21	18	08	03	0	01
5	09	12	25	23	18	08	03	0	*0
6	C7	12	22	29	15	07	06	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	10	12	23	15	12	12	04	07
2	04	21	20	21	21	11	0	C1	0
3	03	18	14	23	13	10	11	0	07
4	03	06	09	24	18	16	11	C9	04
5	0	06	17	25	19	12	11	05	0
6	06	09	18	13	23	17	08	C5	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	12	15	24	14	20	08	01	0
2	14	25	16	16	18	07	04	01	01
3	04	11	19	22	23	11	05	04	01
4	04	13	11	17	25	16	09	03	0
5	08	10	20	18	23	13	05	0	01
6	06	16	14	18	25	15	03	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

146

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CRESTVIEW EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	709	15.1	11.2	73.7	18.9	94.1	1	32	13	21.8	3.2	75.0	27.5	10.7	88	823	3
1973-74	723	8.5	15.5	76.0	13.4	94.2	1	26	22	26.9	0.0	73.1	20.0	10.4	92	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	71	104	82	94	76	104	97	104	102	115	97	108
READING MEDIAN	1.9	2.3	3.3	2.7	3.6	4.0	5.3	4.9	6.5	5.8	7.1	6.8
MATH COMPUTATION MEDIAN	2.2	2.7	3.4	3.5	4.1	4.5	5.4	5.2	6.9	6.6	7.2	7.8
MATH CONCEPTS MEDIAN [2]	2.1	NA	3.5	NA	3.6	NA	5.4	NA	6.5	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	-0.1	+0.2	+0.0	-0.1	+0.0	-0.2	+0.2	+0.5	-0.2	+0.2	-0.6	+0.4	+0.6	+0.2
PUPILS TESTED [4]	78	62	87	91	87	77	62	87	91	87	78	62	87	91	87

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR CRESTVIEW EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	11	10	11	21	18	06	C6	15
2	0	08	07	13	22	19	16	10	06
3	C3	13	19	21	16	10	09	03	05
4	03	05	09	20	16	23	14	C8	0
5	01	03	11	20	18	23	17	C5	04
6	0	11	06	20	22	17	10	08	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	03	13	10	18	15	11	10	18
2	0	06	07	11	25	13	18	11	09
3	01	16	13	10	23	14	13	C7	0
4	0	06	12	20	20	16	11	C9	05
5	01	04	07	12	14	23	21	14	05
6	01	06	19	11	21	16	08	C9	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	01	04	17	20	21	17	10	08
2	01	01	05	17	17	22	08	06	24
3	03	14	17	21	23	08	05	06	0
4	03	04	06	11	24	21	17	09	06
5	03	0	08	14	23	19	17	10	05
6	05	08	15	12	17	14	06	09	14
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

148

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: DUPUIS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	686	0.4	48.0	51.6	12.0	95.6	1	34	14	20.5	8.8	70.7	20.5	9.5	96	799	1
1973-74	679	0.5	40.5	59.0	14.7	95.3	1	25	21	24.0	4.0	72.0	22.2	11.4	108	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	74	68	64	78	79	104	96	103	104	109	112	114
READING MEDIAN	2.1	1.9	2.9	2.8	3.9	3.6	4.5	4.2	5.9	5.4	6.7	7.1
MATH COMPUTATION MEDIAN	2.6	2.0	2.7	3.1	3.9	4.4	5.9	4.8	6.0	6.6	8.5	8.0
MATH CONCEPTS MEDIAN [2]	2.7	NA	2.8	NA	4.5	NA	5.6	NA	6.5	NA	7.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	-0.1	+0.0	+0.3	+0.2	-0.2	-0.3	+0.5	-0.1	+0.7	-0.2	+0.2	+0.3	+0.4	+0.4
PUPILS TESTED [4]	51	68	83	86	96	50	68	83	87	95	50	68	83	87	95

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR DUPUIS EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	08	05	13	20	18	16	09	10
2	05	09	06	20	29	21	06	05	0
3	0	04	06	21	22	27	14	04	03
4	07	06	22	22	21	07	09	05	0
5	03	06	11	17	23	25	09	04	0
6	01	05	14	23	25	24	05	0	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	08	06	10	09	19	11	14	22
2	03	09	12	27	17	18	06	05	03
3	03	06	06	26	32	17	06	03	01
4	01	04	09	16	21	16	16	08	09
5	01	06	19	15	19	18	13	04	06
6	0	04	04	11	18	19	25	10	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	08	06	13	15	30	11	13
2	06	14	12	09	23	20	12	0	05
3	0	04	12	08	26	17	21	05	09
4	0	09	07	10	19	25	12	15	03
5	0	08	09	13	20	26	11	07	05
6	0	03	03	13	23	22	19	09	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

150

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: EARHART EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	647	5.2	57.0	37.8	14.0	92.6	2	38	9	18.4	10.5	71.1	27.0	7.5	83	1037	1
1973-74	641	4.6	53.7	41.7	12.0	94.6	2	34	4	20.6	5.9	73.5	25.0	7.7	81	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	43	47*	60	50*	62	66*	64	80*	90	78*	82	113*
READING MEDIAN	1.3	1.6*	2.5	2.3*	2.8	3.2*	4.4	4.4*	5.2	5.2*	6.4	5.7*
MATH COMPUTATION MEDIAN	1.9	1.7*	2.4	2.4*	3.9	3.7*	4.8	4.9*	6.2	5.8*	8.5	6.9*
MATH CONCEPTS MEDIAN [2]	2.1	NA	2.4	NA	4.2	NA	4.2	NA	5.8	NA	7.9	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.0	+0.4	+0.3	+0.0	−0.4	+0.4	+0.2	+0.4	+1.2	+0.1	+0.5	+0.1	+0.2	+0.9
PUPILS TESTED [4]	44	39	59	81	67	44	37	59	81	67	44	38	59	81	67

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR EARHART EL

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	10	15	27	17	15	0	07	05	0
2	10	07	13	27	13	15	07	C5	03
3	08	15	28	11	26	10	0	0	0
4	0	12	16	28	23	14	0	0	0
5	05	10	17	25	19	13	07	C3	01
6	06	16	11	21	19	20	04	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	10	15	39	07	10	C7	07
2	03	17	15	30	25	07	0	0	0
3	0	0	07	30	30	21	05	C5	0
4	05	08	19	20	25	12	08	C4	0
5	01	06	18	16	22	15	15	05	03
6	0	05	07	10	23	18	18	C9	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	0	15	17	12	27	12	07	07
2	0	17	22	15	10	18	08	07	0
3	C	05	07	16	26	33	08	03	0
4	C1	14	16	28	16	13	07	04	01
5	08	11	15	15	19	17	12	0	01
6	05	06	04	11	15	30	06	14	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: FLAMINGO EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	778	0.0	76.1	23.9	16.2	94.5	1	44	15	22.7	11.3	66.0	47.5	9.5	90	884	1
1973-74	815	0.0	73.8	26.2	14.3	94.8	1	34	22	17.7	8.8	73.5	43.2	8.5	87	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	51	57	59	65	94	83	97	110	114	146	154	157
READING MEDIAN	1.5	1.5	2.5	2.5	3.4	3.6	3.6	3.5	4.9	4.5	5.6	6.2
MATH COMPUTATION MEDIAN	2.1	2.0	3.1	3.5	4.4	4.4	5.1	4.8	6.4	6.0	7.5	7.2
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.8	NA	3.7	NA	4.5	NA	5.4	NA	6.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.1	-0.1	+0.1	+0.0	+0.3	+0.2	+0.0	+0.4	+0.3	+0.0	-0.5	+0.0	+0.2	-0.1
PUPILS TESTED [4]	44	63	76	89	124	45	61	76	89	124	45	61	76	89	124

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C6	07	15	28	26	11	06	0	0
2	0	09	21	24	24	08	05	06	0
3	01	19	14	20	26	08	09	0	01
4	C6	17	24	14	16	12	03	05	01
5	05	09	25	18	22	17	04	0	0
6	03	08	22	30	2C	12	03	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	07	13	31	13	15	C7	11
2	0	0	17	17	23	12	14	C9	08
3	01	03	09	17	17	30	13	07	03
4	0	04	21	13	24	14	07	C8	05
5	03	06	13	13	18	11	13	12	10
6	01	03	11	14	23	28	08	10	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C4	0	07	19	20	19	20	04	07
2	03	08	11	20	29	15	11	0	05
3	C1	05	14	18	27	24	09	01	01
4	03	07	15	18	19	13	08	07	08
5	03	15	19	13	10	07	11	06	16
6	03	05	12	24	26	18	06	05	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: GOLDEN GLADES EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	761	73.8	10.0	16.2	10.6	94.3	1	33	16	33.3	3.0	63.7	23.5	9.0	109	723	24
1973-74	788	70.7	7.7	21.6	11.9	93.7	1	31	25	25.8	0.0	74.2	16.7	6.6	113	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	76	79	96	90	92	109	109	118	125	100	105	113
READING MEDIAN	1.5	1.7	2.2	2.1	2.8	3.2	3.3	2.9	4.4	4.1	4.8	4.8
MATH COMPUTATION MEDIAN	2.0	2.0	2.9	2.7	3.5	3.2	4.1	3.8	5.0	4.3	5.4	5.1
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.8	NA	3.2	NA	3.7	NA	4.5	NA	5.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	-0.1	-0.1	-0.2	-0.4	+0.2	+0.1	+0.3	-0.4	+0.2	+0.2	+0.1	+0.3	-0.2	+0.4
PUPILS TESTED [4]	75	82	100	111	92	74	81	99	111	91	74	80	99	110	91

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C5	12	22	19	23	10	06	0	0
2	07	18	20	21	17	08	06	0	01
3	07	19	32	22	08	06	04	C1	0
4	C3	24	22	25	1C	09	03	0	0
5	12	16	20	31	09	07	03	0	01
6	12	20	23	18	17	06	0	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	05	12	20	25	14	17	0	04
2	01	14	15	13	18	19	09	07	0
3	06	09	28	12	22	13	06	01	0
4	06	12	23	26	13	11	04	03	01
5	04	20	18	35	11	07	04	0	0
6	04	14	30	22	08	17	03	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	06	10	23	15	22	19	05	0
2	10	11	06	14	21	23	06	06	01
3	0	09	23	35	19	06	03	01	01
4	04	22	22	18	21	05	04	03	01
5	07	07	34	27	15	07	01	0	0
6	08	17	25	22	14	07	04	01	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: LAKE STEVENS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	818	19.7	61.5	18.8	9.6	92.2	1	35	13	22.8	17.2	60.0	31.4	5.4	116	743	2
1973-74	781	17.7	60.6	21.7	11.1	92.9	1	32	20	21.9	6.2	71.9	24.2	6.0	119	NA	NA

157

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		8	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	80	76	50	92	117	91	100	115	118	97	113	121
READING MEDIAN	1.3	1.3	2.1	2.1	2.8	3.0	3.3	3.3	4.2	4.8	5.2	5.2
MATH COMPUTATION MEDIAN	1.7	1.7	2.3	2.3	3.3	3.8	5.0	5.2	5.6	5.6	6.4	6.6
MATH CONCEPTS MEDIAN [2]	1.5	NA	2.3	NA	3.1	NA	3.5	NA	5.2	NA	5.9	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	-0.1	-0.2	-0.1	-0.1	-0.4	-0.2	-0.1	-0.2	-0.1	-0.2	-0.2	-0.7	-0.4	+0.0
PUPILS TESTED [4]	38	81	87	104	87	36	80	87	104	87	36	80	87	104	87

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR LAKE STEVENS EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	18	26	18	13	10	11	04	01	0
2	33	20	20	06	09	07	0	04	0
3	08	24	19	25	13	08	0	0	01
4	05	25	29	28	05	01	0	01	0
5	13	17	24	20	15	08	0	0	0
6	07	13	27	26	14	11	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	12	18	17	19	19	08	0	01
2	28	17	16	17	13	04	0	0	0
3	06	20	18	25	18	08	04	0	0
4	05	11	13	19	28	20	0	01	01
5	04	05	20	18	19	16	09	06	0
6	03	09	13	22	22	19	03	06	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	07	25	27	23	07	06	01	01
2	24	27	15	10	10	07	04	0	01
3	06	18	21	23	18	11	03	01	0
4	07	18	26	23	16	08	01	0	0
5	05	22	19	15	14	16	04	0	03
6	0	08	11	33	20	18	07	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MEADOWLANE EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	791	0.8	76.6	22.6	16.4	94.3	1	40	14	20.0	22.5	57.5	18.6	7.3	92	836	1
1973-74	750	1.1	66.4	32.5	15.3	94.8	1	33	23	24.2	3.0	72.7	22.9	9.2	88	NA	NA

159

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974 75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	62	61	72	54	92	77	86	107	115	134	159	145
READING MEDIAN	1.4	1.4	2.5	2.2	3.3	3.6	4.6	4.4	5.4	5.7	6.9	6.6
MATH COMPUTATION MEDIAN	1.3	1.7	3.4	2.8	3.8	4.4	5.1	5.2	6.6	6.7	8.0	8.5
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.9	NA	3.7	NA	4.5	NA	5.8	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.3	+0.0	+0.6	-0.1	+0.3	+0.3	-0.1	+0.0	+0.3	+0.4	+0.1	-0.2	-0.3	+0.1	+0.5
PUPILS TESTED [4]	55	60	71	94	122	53	60	71	94	120	53	60	71	94	120

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	14	20	17	28	07	09	01	01	03
2	05	09	22	20	18	09	08	04	04
3	04	09	22	25	21	10	07	01	01
4	04	11	14	23	16	19	06	03	03
5	0	10	11	28	25	15	04	04	0
6	01	06	15	24	19	16	11	04	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	11	26	29	11	08	04	05	03	04
2	03	07	09	08	18	28	18	05	04
3	05	07	11	25	22	21	04	05	0
4	0	07	17	21	20	17	08	06	01
5	0	0	10	13	22	22	17	09	05
6	0	03	08	09	16	24	12	11	15
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CCNCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	13	21	24	13	11	05	01	08
2	03	04	12	23	14	20	15	05	04
3	0	12	16	20	23	12	07	03	04
4	03	12	15	23	21	16	07	0	0
5	03	04	10	24	25	18	10	05	01
6	01	03	10	25	17	13	15	08	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI GARDENS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	682	24.0	54.8	21.2	10.8	92.3	1	33	20	33.3	30.3	39.4	22.5	5.8	93	923	73
1973-74	645	20.2	56.8	23.0	10.2	93.2	1	25	13	24.0	20.0	56.0	31.0	7.1	94	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	55	41*	63	83*	85	94*	72	68*	73	78*	105	88*
READING MEDIAN	1.3	1.5*	1.9	2.2*	2.8	2.7*	3.3	4.6*	6.7	4.7*	5.0	5.2*
MATH COMPUTATION MEDIAN	1.4	1.7*	3.1	3.3*	3.5	3.4*	5.6	5.6*	6.4	6.5*	5.9	5.6*
MATH CONCEPTS MEDIAN [2]	1.5	NA	2.9	NA	3.6	NA	4.5	NA	5.2	NA	5.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.1	-0.2	+1.1	-0.2	+0.5	-0.4	+1.0	-0.1	-0.5	+0.9	+0.0	+0.3	-0.9	-0.3
PUPILS TESTED [4]	37	74	67	57	76	36	75	67	57	75	36	75	67	57	75

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	12	24	26	19	03	12	0	0	0
2	11	30	27	13	09	05	03	0	0
3	13	22	16	14	18	08	04	C1	04
4	14	33	23	16	07	04	01	01	0
5	04	06	17	20	13	16	09	12	04
6	17	09	30	13	22	07	01	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	31	19	12	19	C9	0	0	05
2	0	05	06	22	17	19	13	C9	08
3	04	06	29	18	22	14	05	01	01
4	06	0	11	16	20	21	15	05	03
5	0	05	06	17	32	25	12	04	0
6	0	12	16	37	13	11	04	05	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	12*	33	16	17	07	03	05	03
2	0	03	08	19	23	14	11	11	09
3	0	07	12	34	19	06	07	06	09
4	04	24	11	16	15	19	05	05	0
5	05	09	22	40	16	07	01	01	0
6	07	12	24	23	14	08	08	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI LAKES EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	784	0.1	10.8	89.1	9.2	94.6	1	31	15	29.1	0.0	70.9	25.8	7.6	103	704	4
1973-74	748	0.1	9.2	90.7	8.9	95.3	1	25	6	23.0	4.0	76.0	18.5	8.5	113	NA	NA

163

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	80	67*	67	96*	96	103*	102	117*	119	125*	138	125*
READING MEDIAN	1.8	1.7*	3.1	3.2*	4.4	4.2*	5.2	5.2*	6.7	6.9*	9.5	8.4*
MATH COMPUTATION MEDIAN	1.9	2.1*	3.1	3.0*	4.5	4.1*	6.7	5.2*	7.2	6.9*	8.3	7.6*
MATH CONCEPTS MEDIAN [2]	2.0	NA	3.4	NA	4.7	NA	6.0	NA	7.6	NA	8.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.1	-0.2	+0.2	+0.3	+0.0	+0.1	+1.5	+0.4	+0.2	+0.3	+0.3	+1.0	+1.1	+0.8
PUPILS TESTED [4]	46	71	86	101	117	45	72	86	101	117	45	72	86	101	117

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C7	07	17	18	15	13	17	0	05
2	06	05	06	19	27	17	12	C8	0
3	0	07	08	15	20	22	10	C6	11
4	C3	10	05	17	24	24	09	06	03
5	01	0	09	15	17	24	15	11	06
6	01	01	04	10	17	17	21	16	14
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	05	17	19	30	10	13	C1	03
2	01	10	11	11	31	18	13	0	04
3	0	05	10	14	23	33	08	05	03
4	01	03	0	10	15	14	19	13	24
5	0	03	04	13	17	20	19	15	C9
6	0	0	04	14	14	23	13	12	19
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	0	16	20	19	25	06	09	05
2	C	06	10	05	23	25	19	08	05
3	03	05	07	15	22	18	15	10	05
4	03	06	04	05	14	21	14	17	15
5	C	0	0	04	13	28	12	17	24
6	01	01	0	11	09	14	20	17	25
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

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SCHOOL YEAR — 1974-75

SCHOOL: MILAM EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	942	0.8	66.1	33.1	22.6	94.2	2	42	13	21.5	19.0	59.5	22.2	6.5	126	692	2
1973-74	649	0.5	53.8	45.7	13.0	95.0	1	23	14	21.7	8.7	69.6	26.7	9.1	86	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	56	64*	99	88*	123	104*	141	108*	148	90*	140	110*
READING MEDIAN	1.8	1.8*	2.6	2.7*	3.4	3.7*	3.9	4.7*	5.6	5.7*	6.2	6.8*
MATH COMPUTATION MEDIAN	2.1	2.3*	3.0	2.9*	4.3	4.1*	4.8	5.1*	6.5	6.8*	6.9	8.0*
MATH CONCEPTS MEDIAN [2]	2.2	NA	2.9	NA	3.9	NA	4.7	NA	6.5	NA	7.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	-0.1	-0.2	+0.0	-0.2	-0.1	+0.2	-0.3	+0.4	+0.0	-0.2	+0.0	-0.2	+0.8	+0.2
PUPILS TESTED [4]	68	96	111	123	106	70	96	110	122	106	70	96	110	122	106

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	12	07	15	3C	09	13	04	03
2	0	13	19	19	16	16	10	04	01
3	12	11	09	24	20	10	06	0	06
4	11	14	17	22	17	09	06	03	01
5	C	04	18	22	22	15	13	0	03
6	03	07	22	23	25	08	06	04	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	01	03	16	30	18	18	C6	07
2	0	08	10	13	24	16	15	C5	07
3	0	03	12	13	29	20	08	C9	04
4	04	08	12	25	22	11	11	04	03
5	01	06	07	19	16	16	16	C9	10
6	03	05	06	15	26	22	14	03	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	0	09	09	19	27	12	16	07
2	03	06	10	25	14	15	14	08	06
3	0	03	08	25	25	13	13	11	0
4	0	13	11	21	22	15	13	0	03
5	01	C4	07	18	17	23	13	07	10
6	01	05	08	28	19	18	12	03	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: MYRTLE GROVE EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	957	38.1	38.5	23.4	14.2	93.9	2	46	14	23.9	2.2	73.9	40.0	8.7	110	801	28
1973-74	1006	32.1	58.3	29.6	12.9	93.4	2	42	22	23.8	0.0	76.2	32.6	7.9	112	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	103	91*	102	135*	150	136*	151	145*	147	136*	131	148*
READING MEDIAN	1.7	1.8*	2.4	2.8*	3.2	3.4*	3.5	4.1*	5.2	5.5*	6.0	6.1*
MATH COMPUTATION MEDIAN	1.8	1.9*	3.4	3.3*	4.4	4.6*	5.2	5.1*	6.4	6.5*	6.7	6.9*
MATH CONCEPTS MEDIAN [2]	1.8	NA	2.8	NA	4.2	NA	4.5	NA	5.0	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS -- 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.0	+0.0	+0.1	-0.1	+0.4	+0.1	+0.3	+0.1	-0.4	+0.1	+0.3	+0.1	-0.4	+0.0
PUPILS TESTED [4]	81	134	118	130	117	80	131	118	130	117	80	131	118	130	117

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR

MYRTLE GROVE EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C1	G4	11	30	25	17	09	0	01
2	C3	15	19	27	12	13	05	0	04
3	05	09	23	29	13	13	04	03	0
4	09	17	26	20	12	10	03	0	01
5	C3	12	17	26	19	14	04	04	01
6	04	11	16	24	27	06	10	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	09	18	18	32	11	05	G1	03
2	0	10	11	10	11	20	15	11	10
3	01	06	12	15	18	22	07	11	08
4	01	04	10	23	21	14	11	10	06
5	0	06	12	19	17	19	14	C9	0
6	01	05	13	17	19	22	13	C5	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	C5	17	21	19	24	09	04	01
2	C	09	16	16	24	13	08	09	06
3	01	C5	09	21	21	11	13	09	09
4	0	13	10	25	20	14	08	07	01
5	C6	10	24	22	16	11	0	06	0
6	04	06	13	25	13	18	10	07	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NORTH CAROL CITY EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	585	61.0	14.9	24.1	11.1	94.2	1	28	13	42.9	3.5	53.6	23.3	7.2	82	798	21
1973-74	792	62.0	13.4	24.6	12.2	94.2	2	32	18	31.2	6.3	62.5	20.6	6.2	111	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	62	90	68	104	85	101	68	116	84	91	79	103
READING MEDIAN	1.8	1.5	2.1	1.7	2.7	2.6	3.0	3.1	5.3	4.5	5.7	5.7
MATH COMPUTATION MEDIAN	1.6	1.8	2.9	2.5	3.5	3.0	4.6	4.8	7.5	5.7	6.4	5.9
MATH CONCEPTS MEDIAN [2]	1.9	NA	2.4	NA	3.2	NA	4.2	NA	7.6	NA	5.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	+0.1	-0.3	+0.4	+0.2	+0.1	+0.0	+0.4	+1.1	+0.2	-0.2	+0.1	+0.3	+1.9	+0.3
PUPILS TESTED [4]	55	66	61	79	61	58	66	61	79	61	58	66	61	79	61

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR NORTH CAROL CITY EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	13	21	07	10	14	23	07	03	03
2	12	24	24	14	12	08	05	01	0
3	06	19	29	28	0	13	01	0	0
4	17	24	28	20	06	03	01	0	0
5	11	10	18	19	15	08	12	05	0
6	07	10	18	29	19	08	04	04	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	17	23	14	13	11	17	03	01
2	08	12	10	23	17	13	06	08	04
3	06	06	23	26	29	08	01	0	01
4	04	12	22	24	19	09	07	0	0
5	05	06	12	09	11	12	19	13	11
6	0	06	17	24	13	20	08	05	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	11	13	08	27	13	08	11	01
2	06	14	18	21	18	15	05	01	01
3	0	14	20	29	28	03	05	01	0
4	06	28	15	17	16	12	05	01	0
5	09	0	07	08	13	14	10	13	22
6	07	07	18	33	11	05	06	07	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NORTH COUNTY EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	899	95.5	0.4	4.1	15.7	94.5	2	37	11	37.8	2.8	59.4	32.4	8.9	107	665	6
1973-74	831	93.4	0.5	6.1	9.9	95.0	1	34	21	32.4	2.9	64.7	25.6	8.2	93	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	103	112*	95	119*	115	106*	98	119*	134	105*	123	99*
READING MEDIAN	2.2	2.4*	2.5	2.9*	3.0	3.2*	3.3	3.4*	4.2	4.3*	4.8	5.0*
MATH COMPUTATION MEDIAN	2.2	2.2*	3.2	3.4*	3.7	3.5*	4.3	4.2*	4.6	4.7*	5.2	6.0*
MATH CONCEPTS MEDIAN [2]	2.4	NA	3.2	NA	3.2	NA	4.0	NA	5.0	NA	5.0	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	-0.1	+0.2	+0.3	+0.2	+0.5	+0.0	+0.4	+0.2	+0.3	+0.6	+0.0	+0.4	+0.4	+0.0
PUPILS TESTED [4]	91	104	88	114	101	91	104	88	114	101	91	104	88	114	101

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	06	10	10	21	12	17	08	14
2	03	13	15	27	18	15	04	04	01
3	0	20	20	28	20	07	01	0	0
4	06	13	40	17	21	03	0	0	01
5	07	13	37	21	14	04	04	0	0
6	09	26	29	22	09	05	01	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	08	06	08	25	14	14	10	12
2	06	10	08	07	17	16	14	16	05
3	06	16	15	17	20	11	08	0	05
4	05	21	22	16	13	08	06	04	06
5	03	19	31	18	17	07	03	01	0
6	09	17	26	22	14	09	04	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	03	05	12	14	20	20	15	10
2	01	05	08	12	25	19	16	13	01
3	04	18	15	28	15	13	03	0	01
4	05	17	21	23	21	09	03	01	0
5	11	21	19	19	20	06	03	01	0
6	14	22	34	15	12	04	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NORTH GLADE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	928	12.7	37.6	49.7	11.9	93.7	2	38	14	31.5	2.7	65.8	21.9	8.1	99	673	1
1973-74	845	13.1	34.5	52.4	13.4	94.4	2	34	20	32.4	8.8	58.8	16.7	7.7	98	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	99	94	118	112	131	118	136	125	134	139	158	142
READING MEDIAN	1.5	1.5	2.4	2.2	3.6	3.4	4.4	4.2	4.8	4.8	5.9	5.7
MATH COMPUTATION MEDIAN	2.0	2.0	2.7	3.1	3.8	4.6	5.1	5.0	5.6	5.6	7.5	7.5
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.7	NA	5.0	NA	5.4	NA	5.6	NA	6.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.2	+0.1	−0.4	+0.2	−0.2	+0.0	−0.3	−0.4	+0.4	+0.1	+0.8	+0.1	+0.0	+0.0
PUPILS TESTED [4]	94	115	114	117	146	94	115	115	115	146	94	115	115	115	146

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	15	16	15	08	18	07	12	06	05
2	03	11	22	22	23	12	04	0	0
3	04	17	12	15	20	15	06	07	05
4	01	10	22	16	20	20	10	01	0
5	03	10	26	27	18	08	05	0	0
6	04	11	20	18	17	15	09	04	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	09	06	16	26	13	12	0	13
2	12	12	10	19	23	12	05	06	0
3	01	04	14	26	21	22	11	01	01
4	01	07	13	19	22	17	09	05	06
5	0	11	18	17	20	11	09	06	07
6	01	04	09	19	16	25	13	06	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	04	11	16	25	20	19	06	0
2	03	15	15	09	20	16	14	04	03
3	0	0	05	12	19	25	13	10	13
4	01	03	10	12	23	20	12	11	08
5	05	05	11	24	20	15	07	08	07
6	03	10	11	15	23	19	06	06	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: NORTH HIALEAH EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	976	0.4	80.1	19.5	12.6	94.7	1	38	12	21.1	23.7	55.2	16.2	9.7	91	710	2
1973-74	926	0.4	77.2	22.4	13.6	95.6	1	32	22	21.9	15.6	62.5	16.7	10.7	90	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	82	86*	79	99*	92	115*	112	126*	132	143*	145	118*
READING MEDIAN	2.1	1.8*	2.5	2.8*	3.7	3.1*	3.6	3.8*	4.8	4.7*	5.4	5.6*
MATH COMPUTATION MEDIAN	2.0	1.8*	2.9	3.3*	3.9	4.0*	5.2	4.7*	5.9	5.6*	7.2	7.2*
MATH CONCEPTS MEDIAN [2]	2.1	NA	2.7	NA	4.2	NA	4.2	NA	5.8	NA	6.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	+0.2	+0.0	+0.1	+0.0	+0.1	-0.1	+0.4	+0.2	+0.2	-0.1	-0.2	-0.1	+0.3	-0.1
PUPILS TESTED [4]	65	74	93	120	128	65	74	93	120	128	65	50	93	120	128

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	01	06	16	22	24	21	01	06
2	10	08	16	23	23	10	08	0	0
3	05	11	12	17	20	17	11	06	0
4	13	17	22	17	13	08	08	01	01
5	04	10	24	26	23	09	04	0	0
6	08	09	26	29	12	10	03	C3	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DIS[illegible]UTION
OF MATH COM[illegible]ION STANINES
BY GRADE LEV[illegible]

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	10	17	24	15	C8	C3	15
2	0	07	05	26	25	13	12	C8	03
3	03	06	09	15	15	29	14	05	03
4	05	09	09	18	21	16	14	C5	03
5	01	10	12	19	23	20	11	C3	0
6	0	05	11	16	22	25	12	C5	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	01	10	19	21	17	15	07	09
2	07	14	16	14	22	11	10	05	0
3	C	0	12	17	20	28	17	03	0
4	05	16	17	16	22	13	05	03	0
5	C	06	16	16	25	22	09	03	01
6	06	04	12	23	22	20	06	04	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NORTH TWIN LAKES EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	918	1.7	49.2	49.1	21.9	93.3	2	42	12	19.0	7.1	73.9	23.0	7.9	108	726	2
1973-74	695	0.9	38.7	60.4	43.7	94.2	1	26	16	23.1	0.0	76.9	30.0	10.3	113	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	112	82*	106	102*	105	116*	123	95*	90	124*	151	102*
READING MEDIAN	1.7	1.9*	2.5	1.6*	3.9	4.1*	4.9	4.7*	6.2	5.5*	6.3	7.5*
MATH COMPUTATION MEDIAN	2.1	2.1*	3.0	3.7*	4.5	4.6*	5.5	5.7*	6.6	6.9*	6.7	9.3*
MATH CONCEPTS MEDIAN [2]	2.1	NA	2.9	NA	5.0	NA	5.4	NA	6.2	NA	6.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	-0.5	+0.3	+0.0	-0.1	+0.0	-0.1	+0.2	-0.1	-0.5	+0.0	+0.0	+0.2	-0.2	-0.4
PUPILS TESTED [4]	69	86	93	70	116	70	86	92	70	116	70	86	92	70	116

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR NORTH TWIN LAKES EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	C6	15	27	17	14	06	C3	10
2	C4	20	14	17	21	07	11	03	04
3	04	12	16	17	17	21	08	04	0
4	C4	09	07	20	25	17	11	C4	03
5	C5	05	11	18	26	18	08	C5	03
6	C4	03	19	24	24	13	08	C4	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	11	11	25	16	17	03	10
2	01	07	16	14	19	21	11	C7	04
3	0	03	16	14	21	22	13	C8	03
4	01	04	04	20	25	17	09	10	09
5	0	07	06	11	23	22	11	C9	09
6	0	06	14	14	17	19	15	C7	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	03	10	19	19	25	14	05	04
2	01	05	13	22	19	22	09	04	04
3	01	04	12	17	17	17	12	17	05
4	01	04	06	12	29	19	14	10	04
5	C	03	14	21	22	18	12	06	03
6	C	06	11	23	22	16	11	06	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: OPA LOCKA EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	919	41.0	27.0	32.0	27.0	91.6	2	42	14	28.5	7.1	64.4	16.6	8.6	94	715	0
1973-74	959	35.4	27.9	36.7	29.5	92.4	2	41	29	24.4	2.4	73.2	22.7	8.3	102	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	103	139*	132	128*	109	95*	104	142*	114	134*	119	77*
READING MEDIAN	1.1	1.5*	2.2	2.2*	2.8	3.4*	3.6	3.5*	4.2	4.4*	5.3	4.9*
MATH COMPUTATION MEDIAN	1.5	1.6*	2.7	2.4*	3.7	4.1*	4.5	4.1*	5.1	5.1*	5.7	6.0*
MATH CONCEPTS MEDIAN [2]	1.4	NA	2.5	NA	3.6	NA	4.0	NA	5.0	NA	5.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	+0.0	-0.1	-0.6	-0.2	+0.0	+0.1	-0.4	+0.0	-0.3	+0.1	+0.0	-0.5	-0.1	+0.0
PUPILS TESTED [4]	108	90	75	102	109	106	91	76	100	109	106	91	76	100	109

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	11	26	20	12	12	0	04	0	0
2	C5	19	20	29	17	06	C3	0	C1
3	C6	17	26	23	13	07	03	C3	0
4	08	20	19	26	12	10	0	C1	0
5	10	15	27	23	12	10	03	0	C1
6	10	16	17	21	15	09	08	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	23	17	21	17	04	09	0	03
2	04	16	12	19	20	16	11	0	0
3	04	09	18	18	21	19	04	C3	03
4	03	14	21	22	21	08	07	C4	0
5	06	10	19	25	12	11	11	C6	0
6	04	13	24	22	12	10	08	C5	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	19	16	27	20	06	01	04	0
2	C7	11	11	20	23	17	08	0	01
3	03	10	16	24	22	12	09	03	01
4	03	17	16	31	15	09	07	0	01
5	04	12	24	21	19	10	04	04	01
6	10	12	19	23	13	08	08	03	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PALM LAKES EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	745	0.6	32.1	67.3	12.0	92.9	1	32	9	21.8	18.8	59.4	17.8	6.6	107	789	1
1973-74	704	0.4	25.9	73.7	14.0	95.3	1	26	14	19.2	11.6	69.2	19.4	6.0	107	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	72	62	78	96	91	92	98	103	107	93	111	123
READING MEDIAN	2.2	2.0	3.0	3.2	4.5	4.2	4.8	4.5	6.5	5.7	7.6	7.4
MATH COMPUTATION MEDIAN	1.7	2.4	3.7	3.5	4.6	4.4	5.1	5.4	6.0	6.2	8.3	7.5
MATH CONCEPTS MEDIAN [2]	1.9	NA	3.7	NA	5.0	NA	5.2	NA	5.9	NA	7.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.3	-0.1	+0.3	+0.2	+0.3	+0.2	+0.1	-0.4	+0.6	+0.3	+0.3	+0.4	-0.3	+0.6
PUPILS TESTED [4]	63	74	85	95	94	62	74	84	95	94	62	74	84	95	94

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR PALM LAKES EL

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	03	06	21	13	13	15	14	12
2	0	03	09	21	19	21	12	09	06
3	0	0	16	14	11	26	22	08	04
4	0	07	05	25	24	19	13	06	01
5	01	03	11	18	18	23	22	0	03
6	0	03	16	17	18	20	13	06	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	10	24	17	22	06	06	03	05
2	0	0	04	14	13	25	17	12	16
3	0	03	09	13	20	20	19	08	08
4	03	07	08	24	20	12	09	15	0
5	05	01	11	19	23	18	11	11	01
6	0	03	05	15	14	21	19	12	09
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	03	14	21	19	17	09	05	04
2	0	04	05	08	12	21	26	16	09
3	0	03	08	13	24	15	25	05	08
4	0	06	07	16	25	14	15	09	08
5	0	04	12	22	24	26	[illegible]	0	0
6	01	0	09	18	24	13	18	10	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PALM SPRINGS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	702	2.3	51.4	46.3	16.0	94.4	1	33	13	30.3	18.1	51.6	31.4	7.7	97	754	1
1973-74	752	1.9	49.0	49.1	11.3	94.6	2	35	18	31.4	8.6	60.0	30.6	8.7	105	NA	NA

183

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	54	73	81	82	87	73	77	104	128	123	139	122
READING MEDIAN	1.4	1.5	2.6	2.7	3.8	3.8	3.5	4.2	5.2	5.3	6.3	6.3
MATH COMPUTATION MEDIAN	1.6	1.9	3.2	3.7	4.6	4.4	4.6	5.1	6.2	6.0	7.5	7.2
MATH CONCEPTS MEDIAN [2]	1.8	NA	2.8	NA	4.7	NA	4.2	NA	5.4	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	-0.2	-0.5	-0.5	+0.1	+0.2	+0.1	+0.1	-0.1	+0.2	-0.1	+0.1	+0.1	-0.4	-0.1
PUPILS TESTED [4]	67	75	70	110	120	67	75	70	110	120	67	75	70	110	120

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	22	22	22	10	12	05	0	0
2	08	11	14	18	09	21	10	C1	07
3	03	10	14	14	23	24	09	C3	01
4	12	16	22	14	22	07	04	0	01
5	C8	06	17	26	22	15	05	0	01
6	C4	03	16	27	2C	11	12	C4	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	17	25	14	25	08	07	0	0
2	0	08	13	13	16	17	10	13	08
3	01	0	04	06	22	39	10	11	05
4	03	08	21	24	19	07	09	C7	03
5	01	05	09	23	22	18	13	C4	04
6	03	0	08	20	15	19	13	09	09
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	08	17	22	27	14	05	03	0
2	01	10	15	18	20	15	16	0	0
3	C	01	04	16	28	19	14	11	06
4	C5	20	07	23	16	08	12	03	05
5	01	05	13	37	23	15	04	0	01
6	01	05	20	2C	25	14	09	04	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

184

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PALM SPRINGS NOR FL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1124	0.4	24.6	75.0	10.7	94.0	2	48	25	20.8	4.2	75.0	28.0	8.9	118	739	2
1973-74	1153	0.2	23.4	76.4	11.1	94.4	2	42	24	23.8	4.8	71.4	28.0	7.7	122	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	143	130*	130	142*	142	161*	144	180*	191	154*	159	168*
READING MEDIAN	2.2	1.9*	3.2	3.4*	4.0	4.1*	4.6	5.2*	5.8	6.4*	7.6	7.6*
MATH COMPUTATION MEDIAN	2.9	2.4*	3.7	3.9*	4.6	4.9*	6.2	6.5*	8.0	7.4*	8.5	8.0*
MATH CONCEPTS MEDIAN [2]	2.7	NA	4.0	NA	5.2	NA	6.8	NA	8.4	NA	8.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	-0.2	-0.1	-0.3	+0.1	+0.4	+0.1	+0.4	+0.1	-0.3	+0.5	+0.1	+0.9	+0.7	+0.1
PUPILS TESTED [4]	108	125	133	162	137	108	126	131	161	136	108	126	132	161	136

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	03	08	20	25	26	28	10	17
2	0	06	13	11	10	21	11	10	08
3	03	10	08	14	26	26	06	03	03
4	04	06	14	20	26	14	09	06	0
5	0	04	13	15	30	17	09	06	0
6	01	04	14	12	18	20	18	08	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	01	02	07	17	19	37	18	36
2	03	09	04	09	15	12	11	09	29
3	0	03	05	11	19	28	16	06	11
4	0	04	08	10	17	17	10	14	17
5	0	05	07	10	12	13	19	16	17
6	01	01	04	13	15	22	21	14	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	01	07	20	30	42	24	13
2	04	06	09	09	12	13	16	11	20
3	0	03	06	06	16	21	21	13	14
4	01	0	07	04	14	15	14	17	27
5	0	0	04	08	10	13	20	10	31
6	01	03	01	04	13	25	13	22	18
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

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SCHOOL YEAR — 1974-75

SCHOOL: PARKVIEW EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	604	53.4	22.0	24.6	10.9	91.5	1	28	9	25.0	3.6	71.4	25.9	8.7	89	849	1
1973-74	610	47.1	20.8	32.1	12.1	94.3	1	28	18	25.0	3.6	71.4	21.4	7.9	95	NA	NA

187

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	100	115	98	144	118	90	91	138				
READING MEDIAN	2.1	1.9	2.5	2.2	3.2	3.2	3.6	3.6				
MATH COMPUTATION MEDIAN	2.1	2.0	3.0	3.2	4.3	4.6	4.8	5.1				
MATH CONCEPTS MEDIAN [2]	1.8	NA	2.8	NA	4.5	NA	4.5	NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	+0.1	+0.1			+0.3	+0.4	+0.0			+0.2	+0.8	+0.4		
PUPILS TESTED [4]	88	106	71			87	106	71			87	106	71		

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C4	06	05	12	20	22	20	07	04
2	03	17	21	19	21	11	05	03	0
3	09	12	22	17	19	09	05	C6	0
4	11	16	22	21	18	C6	04	C1	01
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	08	11	09	25	23	10	C3	08
2	04	14	07	17	16	10	08	C8	15
3	0	13	10	12	14	19	14	06	09
4	03	14	11	21	20	14	01	C8	08
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	06	10	21	23	18	16	03	0
2	0	15	14	14	20	13	15	05	03
3	05	09	10	10	17	17	09	04	20
4	07	09	17	15	17	11	08	05	10
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

188

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SCHOOL YEAR — 1974-75

SCHOOL: RAINBOW PARK EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	597	75.4	9.7	14.9	17.6	93.4	1	32	9	37.5	3.1	59.4	7.1	6.3	77	777	2
1973-74	572	68.5	10.5	21.0	10.5	93.5	1	25	22	32.0	0.0	68.0	11.1	7.7	71	NA	NA

189

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	64	50*	51	70*	75	76*	72	76*	83	73*	80	77*
READING MEDIAN	1.5	1.8*	1.6	2.4*	2.8	3.2*	3.0	3.6*	5.3	4.4*	4.5	5.9*
MATH COMPUTATION MEDIAN	2.0	2.3*	2.1	3.5*	3.2	4.1*	3.8	5.6*	6.2	5.8*	5.9	6.5*
MATH CONCEPTS MEDIAN [2]	1.9	NA	2.4	NA	3.0	NA	3.0	NA	5.4	NA	5.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.4	-0.1	-0.4	+0.3	-0.6	-0.6	-0.6	-0.9	+0.1	-0.4	-0.3	-0.6	-0.9	-0.1	-0.1
PUPILS TESTED [4]	40	59	65	73	70	39	59	65	73	70	39	59	64	73	70

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR RAINBOW PARK EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	15	13	17	22	20	09	01	01	01
2	30	32	13	08	05	05	05	0	0
3	08	18	31	26	12	04	0	01	0
4	17	18	24	24	10	06	0	0	0
5	09	11	14	23	21	13	07	01	01
6	07	23	30	23	11	01	0	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	14	10	20	17	17	13	0	01
2	12	27	23	08	12	15	0	0	0
3	13	15	29	20	14	0	0	04	0
4	15	18	21	32	10	0	05	0	0
5	0	12	05	26	16	21	15	0	03
6	06	09	24	27	15	13	05	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	07	12	19	24	22	06	05	0
2	07	18	15	23	18	10	07	0	0
3	08	24	27	26	07	05	0	0	0
4	04	46	07	17	22	0	0	01	0
5	03	14	17	23	21	13	06	0	0
6	0[illegible]	10	27	34	16	06	0	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SCOTT LAKE EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS ELA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	522	44.5	5.3	50.2	10.5	94.9	1	29	10	31.1	0.0	68.9	34.4	9.5	64	942	50
1973-74	549	41.3	5.5	53.2	13.6	94.1	1	23	18	26.1	0.0	73.9	25.0	10.2	67	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	84	105*	90	120*	104	110*	112	127*				
READING MEDIAN	1.8	1.9*	2.5	2.7*	3.4	3.6*	4.5	4.3*				
MATH COMPUTATION MEDIAN	2.0	1.9*	2.4	3.0*	3.8	4.2*	4.8	5.8*				
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.5	NA	3.9	NA	4.5	NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.3	+0.0	+0.0			-0.5	-0.2	+0.1			-0.3	+0.4	+0.2		
PUPILS TESTED [4]	83	92	97			83	91	94			83	91	94		

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	08	06	16	11	20	17	14	03	06
2	0	14	16	24	22	08	06	0	05
3	01	08	19	30	20	09	10	01	03
4	04	13	15	20	21	16	07	03	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	14	07	12	27	09	14	03	09
2	03	13	21	24	16	18	01	03	01
3	03	14	19	16	16	17	10	05	01
4	03	04	15	30	12	13	08	10	06
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	09	18	22	14	12	06	12	0
2	03	12	12	25	18	11	09	07	0
3	01	0	12	26	20	14	14	06	05
4	01	17	12	18	17	10	09	12	04
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SKYWAY EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1096	14.8	67.1	18.1	9.7	91.9	2	47	15	23.4	27.7	48.9	16.6	3.9	114	642	3
1973-74	832	16.0	68.5	15.5	7.5	91.2	1	24	5	20.8	8.4	70.8	15.2	4.0	NA	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	112	91*	131	123*	142	103*	144	144*	157	109*	134	104*
READING MEDIAN	1.4	1.7*	2.1	2.2*	2.8	3.2*	3.1	3.5*	4.9	4.1*	4.9	5.4*
MATH COMPUTATION MEDIAN	1.8	2.1*	2.3	2.8*	3.3	3.6*	3.9	4.6*	5.9	5.6*	6.4	6.5*
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.3	NA	3.6	NA	3.2	NA	5.9	NA	5.9	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.4	-0.2	-0.4	+0.3	-0.2	-0.4	-0.5	-0.4	+0.6	+0.1	-0.5	+0.2	-0.5	+0.8	+0.0
PUPILS TESTED [4]	98	114	109	139	110	100	116	111	139	108	101	116	111	138	108

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	11	15	25	22	18	05	03	0	01
2	11	16	24	21	15	09	01	0	0
3	11	24	21	22	17	01	01	03	01
4	10	27	28	15	16	03	01	0	01
5	11	09	18	17	25	17	0	01	01
6	C6	23	25	23	11	11	0	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	07	10	28	28	23	01	0	01
2	06	20	19	19	11	11	07	05	0
3	04	15	24	30	21	05	0	C1	0
4	10	17	28	26	14	05	01	0	0
5	0	06	13	21	20	16	1[illegible]	05	04
6	04	05	16	26	22	18	06	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	04	15	32	20	19	06	01	0
2	09	19	17	17	13	18	05	0	01
3	01	05	19	21	30	15	05	01	0
4	08	23	30	19	12	05	03	01	0
5	05	06	13	17	19	16	11	07	06
6	04	15	18	18	22	14	04	0	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: TWIN LAKES EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	837	0.0	49.8	50.2	12.6	94.5	2	35	13	20.0	8.6	71.4	26.4	10.2	96	735	2
1973-74	920	0.0	34.9	65.1	14.3	94.9	1	33	26	21.2	0.0	78.8	20.0	9.6	102	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	84	98	90	74	92	107	112	118	125	155	150	156
READING MEDIAN	2.2	2.2	3.0	3.0	4.0	3.8	4.8	4.4	6.0	6.2	7.1	6.8
MATH COMPUTATION MEDIAN	2.4	2.4	3.2	3.2	4.6	4.5	5.2	5.2	6.9	6.7	8.8	10.5
MATH CONCEPTS MEDIAN [2]	2.7	NA	3.1	NA	4.5	NA	5.4	NA	6.2	NA	7.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.3	-0.1	+0.3	+0.0	+0.0	+0.3	+0.1	+0.5	+1.0	-0.1	+0.3	+0.4	+0.5	+0.5
PUPILS TESTED [4]	78	71	99	110	138	78	71	99	109	137	78	71	99	109	137

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	10	04	18	21	19	10	12
2	0	01	09	23	23	19	11	07	04
3	0	06	10	19	29	14	11	04	06
4	06	09	13	23	20	20	05	0	03
5	01	04	13	22	22	18	11	07	01
6	03	05	13	20	21	17	11	04	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	0	03	12	22	18	19	08	13
2	0	0	04	19	27	28	16	04	0
3	01	0	07	11	26	35	17	03	01
4	0	05	11	20	21	17	14	08	0
5	01	04	07	16	10	16	23	10	11
6	01	0	07	10	11	18	18	11	22
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	01	06	07	11	19	19	19	18
2	0	0	0	20	33	24	05	07	05
3	01	0	12	20	18	14	13	12	09
4	0	04	07	13	26	20	13	13	0
5	0	0	13	16	22	19	12	09	06
6	03	03	09	22	13	13	14	12	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: WALTERS MAE EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	959	2.2	84.5	13.3	11.5	95.0	1	45	16	26.1	10.5	63.4	20.9	11.6	90	823	1
1973-74	1005	3.2	84.9	11.9	14.0	94.6	2	43	29	25.6	13.9	60.5	17.8	9.6	99	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	76	89*	106	103*	114	114*	130	132*	177	160*	199	199*
READING MEDIAN	1.5	1.7*	2.5	2.7*	3.1	3.2*	3.6	3.8*	4.8	5.0*	5.7	5.9*
MATH COMPUTATION MEDIAN	1.8	1.9*	3.7	3.5*	4.5	4.2*	4.8	4.7*	5.7	6.0*	7.2	6.5*
MATH CONCEPTS MEDIAN [2]	1.9	NA	3.5	NA	3.6	NA	4.2	NA	5.4	NA	7.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.0	-0.1	-0.2	+0.1	+0.4	+0.2	-0.2	+0.1	+0.1	+0.7	-0.2	-0.3	+0.1	+0.4
PUPILS TESTED [4]	85	92	103	142	153	84	91	103	140	152	84	91	103	140	152

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	08	26	35	14	08	03	03	0
2	04	07	12	29	20	17	07	0	01
3	C5	17	20	21	20	12	03	01	01
4	05	18	24	23	22	06	0	01	0
5	03	16	23	24	20	08	03	0	0
6	04	11	20	27	15	09	07	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	15	12	20	24	17	05	C3	0
2	0	06	01	04	20	17	28	12	12
3	0	07	08	18	14	19	13	12	07
4	04	07	15	21	26	15	11	C1	0
5	01	08	14	22	23	18	09	03	03
6	01	03	14	17	25	21	11	06	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	13	14	19	20	19	10	03	01
2	01	06	06	08	10	26	27	08	07
3	01	08	11	26	21	23	05	03	03
4	04	10	20	22	23	15	03	03	01
5	05	14	10	20	20	17	07	0	05
6	C	08	09	19	17	24	10	07	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CAROL CITY JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2168	34.3	37.2	28.5	15.6	89.3	5	90	32	24.4	7.7	67.9	47.8	8.8	179	747	10
1973-74	1889	33.2	32.6	34.2	19.7	91.2	5	81	52	22.2	6.2	71.6	40.0	6.7	151	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			896	730	827	722	83	
READING MEDIAN			28.0	23.0	22.0	26.0	16.0	
MATH COMPUTATION MEDIAN			36.0	26.0	23.0	30.0	18.0	
MATH CONCEPTS MEDIAN [2]		NA	23.0	NA	18.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-0.8	-1.3	+3.7		+2.3	-3.2	-3.0		-2.2	-3.9	NA
PUPILS TESTED [4]		788	685	8		786	681	8		788	684	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

199

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	09	15	21	22	18	10	04	01	01
8	09	19	23	20	16	08	04	01	01
9	14	20	23	29	08	04	01	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	06	17	13	20	20	14	07	02	01
8	13	19	19	21	14	09	03	02	01
9	05	24	25	25	12	07	0	01	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	8	27	17	23	13	08	03	02	01
8	2	21	27	17	12	07	03	01	01
9	0	0	0	0	0	0	0	0	0
10	-	--	--	--	--	--	--	--	--
11	-	--	--	--	--	--	--	--	--
12	-	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

200

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-le /el test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: FILER JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL	
1974-75	1512	26.5	59.5	14.0	21.2	88.4	4	82	34	25.6	10.9	63.5	40.8	8.1	109	868	40	
1973-74	1786	26.6	55.1	18.3	25.3	87.6	5	76	30	22.4	2.6	75.0	36.0	7.6	122	NA	NA	

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					608	700*	616	739*
READING MEDIAN					22.0	6.4*	23.0	7.4*
MATH COMPUTATION MEDIAN					23.0	7.0*	28.0	7.5*
MATH CONCEPTS MEDIAN [2]		NA		NA	20.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE			-1.2	-3.5			-6.0	-2.3			-5.3	NA
PUPILS TESTED [4]			301	487			303	482			303	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents, scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

201

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	—	—	—	—	—	—	—	—	—
8	08	20	24	22	15	08	02	*0	*0
9	10	20	19	21	15	09	03	02	*0
10	—	—	—	—	—	—	—	—	—
11	—	—	—	—	—	—	—	—	—
12	—	—	—	—	—	—	—	—	—
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	—	—	—	—	—	—	—	—	—
8	10	20	20	24	15	08	01	01	*0
9	03	15	25	25	16	09	04	02	01
10	—	—	—	—	—	—	—	—	—
11	—	—	—	—	—	—	—	—	—
12	—	—	—	—	—	—	—	—	—
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	-	--	--	--	--	--	--	--	--
8	7	19	23	27	14	06	02	01	*0
9	0	0	0	0	0	0	0	0	0
10	-	--	--	--	--	--	--	--	--
11	-	--	--	--	--	--	--	--	--
12	-	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

202

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: HIALEAH JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1839	8.8	66.5	24.7	23.1	89.7	4	83	38	19.2	9.6	71.2	37.8	9.6	135	945	8
1973-74	1590	9.6	55.8	34.6	18.9	90.0	4	67	68	22.4	8.9	68.7	39.0	8.8	132	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			401	326*	379	314*	436	352*
READING MEDIAN			34.0	6.7*	36.0	8.1*	28.0	8.5*
MATH COMPUTATION MEDIAN			36.0	6.8*	30.0	7.7*	34.0	8.4*
MATH CONCEPTS MEDIAN [2]		NA	34.0	NA	30.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-2.0	+0.1	-2.3		-4.8	-3.6	-4.2		-0.3	-2.4	NA
PUPILS TESTED [4]		331	297	290		331	297	290		331	296	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

203

1974-75 SCHOOL YEAR HIALEAH JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	05	12	19	25	21	09	07	02	*0
8	04	12	18	22	21	11	07	03	01
9	09	15	19	19	18	10	05	04	02
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	05	14	15	21	24	09	06	03	04
8	10	14	18	22	16	12	05	03	01
9	01	13	21	22	21	12	07	02	01
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	04	19	14	22	20	08	06	03	04
8	08	15	22	16	18	14	05	01	*0
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

204

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NORTH DADE JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1218	83.5	7.0	9.5	23.6	87.2	3	60	21	38.4	6.6	55.0	30.1	6.7	91	847	44
1973-74	1153	84.8	5.9	9.3	15.2	89.9	3	59	25	32.2	6.8	61.0	28.3	6.1	103	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			191	320	254	293	239	273
READING MEDIAN			30.0	18.0	26.0	18.0	16.0	16.0
MATH COMPUTATION MEDIAN			14.0	20.0	22.0	16.0	18.0	18.0
MATH CONCEPTS MEDIAN [2]		NA	14.0	NA	12.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+10.0	+5.6	-0.3		-4.8	+1.7	+0.3		-4.2	-1.0	NA
PUPILS TESTED [4]		160	228	197		155	210	195		159	226	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

205

1974-75 SCHOOL YEAR NORTH DADE JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	05	13	20	29	14	11	05	01	01
8	07	21	22	20	17	08	04	01	*0
9	17	22	28	18	09	04	02	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	12	31	22	16	13	03	02	*0	0
8	16	22	22	20	10	07	01	*0	01
9	02	27	31	22	13	03	02	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	15	34	22	19	07	01	*0	*0	01
8	20	28	27	14	06	03	01	*0	0
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

206

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PALM SPRINGS JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL	
1974-75	2581	0.5	41.2	58.3	16.1	91.7	5	110	27	23.6	6.4	70.0	33.3	6.3	194	658	1	
1973-74	2107	0.1	32.5	67.4	12.2	92.4	5	87	22	18.4	4.6	77.0	36.4	6.1	157	NA	NA	

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			1091	937	971	849	210	172
READING MEDIAN			44.0	44.0	48.0	44.0	38.0	44.0
MATH COMPUTATION MEDIAN			46.0	56.0	50.0	50.0	38.0	38.0
MATH CONCEPTS MEDIAN [2]		NA	38.0	NA	40.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-0.8	-0.2	-2.7		-6.0	-1.1	-5.3		-7.0	-6.9	NA
PUPILS TESTED [4]		900	799	163		900	799	163		900	797	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR PALM SPRINGS JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	02	06	15	19	28	18	08	03	02
8	02	06	13	20	23	19	08	04	04
9	04	13	13	24	22	14	06	03	02
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	03	12	10	20	22	15	07	06	05
8	03	06	09	19	23	17	09	09	06
9	04	08	16	26	21	11	06	06	01
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	03	10	17	20	18	14	10	05	02
8	05	09	14	22	20	14	09	04	03
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

208

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PARKWAY JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1435	36.9	15.1	48.0	18.4	90.0	4	66	24	24.2	7.5	68.3	37.6	7.6	107	819	13
1973-74	1593	32.2	13.9	53.9	14.6	87.9	4	64	22	21.9	6.2	71.9	40.9	7.8	108	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			461	523*	435	467*	207	158*
READING MEDIAN			32.0	6.4*	32.0	7.4*	40.0	9.0*
MATH COMPUTATION MEDIAN			23.0	6.5*	23.0	7.7*	46.0	10.1*
MATH CONCEPTS MEDIAN [2]		NA	28.0	NA	26.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-2.0	+1.5	+1.8		-6.3	-3.9	+0.3		+1.7	+1.5	NA
PUPILS TESTED [4]		396	387	165		396	384	165		396	387	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

209

1974-75 SCHOOL YEAR PARKWAY JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	09	11	20	21	21	10	04	04	01
8	08	14	17	19	16	15	05	04	02
9	04	11	25	17	16	12	09	04	02
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	10	19	19	16	17	10	06	02	01
8	13	19	19	18	14	08	04	02	03
9	01	17	17	19	18	10	12	03	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	07	22	13	22	12	10	05	04	04
8	11	15	21	15	15	09	08	04	02
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

210

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: HIALEAH SR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2835	2.4	52.6	45.0	21.0	91.4	6	137	39	12.4	5.8	81.8	50.7	12.9	109	951	4
1973-74	2671	0.6	47.2	52.2	20.4	91.9	6	129	64	12.4	2.3	85.3	48.9	12.4	107	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			880	896*	832	773*	620	653*
READING MEDIAN			40.0	9.5*	34.0	11.2*	42.0	11.6*
MATHEMATICS MEDIAN			42.0	9.3*	40.0	11.4*	54.0	12.6*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		+0.1	+0.3	+0.9		-0.4	+0.2	+0.9
PUPILS TESTED[3]		705	685	577		705	686	577

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	04	11	15	23	20	12	08	03	04
11	03	13	20	20	19	13	07	03	01
12	02	06	14	25	23	17	07	05	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	03	07	19	22	24	12	06	03	04
11	01	07	15	25	22	16	09	03	03
12	01	03	12	20	21	20	13	06	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: HIALEAH-MIAMI LK SR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	3980	11.3	25.2	63.5	17.5	90.7	5	180	66	14.4	8.3	77.3	40.3	7.4	152	893	5
1973-74	3301	10.3	20.5	69.2	15.4	91.4	6	145	68	13.8	4.8	81.4	42.0	6.8	129	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]

GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	691	694	898	887	786	652	473	463
READING MEDIAN	50.0	46.0	44.0	42.0	40.0	48.0	44.0	46.0
MATHEMATICS MEDIAN	54.0	46.0	48.0	48.0	44.0	52.0	46.0	54.0
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]

SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE	+3.7	+0.9	-1.5	-3.0	+0.2	+2.7	-2.9	-1.9
PUPILS TESTED[3]	559	712	668	408	558	710	668	406

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR HIALEAH-MIAMI LK SR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	02	06	11	20	23	18	10	07	03
10	02	08	17	20	21	16	09	03	03
11	03	08	16	21	20	15	10	04	02
12	04	08	16	18	20	17	10	05	02
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	*0	06	10	17	24	19	15	05	04
10	01	08	15	22	21	14	09	07	03
11	04	08	15	20	22	13	12	04	02
12	04	10	15	15	18	13	13	07	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

214

* 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI CAROL CITY SR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	3991	43.0	26.0	31.0	22.0	89.6	6	203	57	13.7	6.8	79.5	34.3	8.6	163	894	13
1973-74	4100	35.6	22.6	41.8	22.9	89.3	6	193	53	14.7	2.6	82.7	32.2	7.0	149	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	924	946	823	940	728	808	568	466
READING MEDIAN	28.0	30.0	32.0	28.0	24.0	24.0	30.0	26.0
MATHEMATICS MEDIAN	30.0	32.0	36.0	36.0	34.0	36.0	38.0	34.0
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE	+0.4	+0.7	-0.5	+0.6	-1.5	+1.0	-1.7	+0.6
PUPILS TESTED[3]	718	698	631	498	718	696	631	497

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

215

1974-75 SCHOOL YEAR MIAMI CAROL CITY SR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	04	17	22	23	17	09	03	02	02
10	02	15	20	22	20	09	07	03	02
11	03	18	27	20	16	07	06	02	*0
12	04	12	23	21	17	12	05	04	02
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	02	13	29	24	15	09	03	03	02
10	01	10	24	21	22	11	06	02	03
11	01	08	19	32	18	11	05	02	03
12	02	09	16	23	17	15	09	03	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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NORTH CENTRAL AREA 3

Elementary Schools		Junior High Schools	Senior High Schools
ARCOLA LAKE	LIBERTY CITY	DREW, CHARLES R.	MIAMI CENTRAL
BLANTON, VAN E.	LITTLE RIVER	MADISON	MIAMI EDISON
BRIGHT, J. H.	LORAH PARK	MANN, HORACE	MIAMI NORTHWESTERN
BROADMOOR	MIAMI PARK	MIAMI EDISON MIDDLE	MIAMI SPRINGS
CURTISS, GLENN H.	MIAMI SHORES	MIAMI SPRINGS	
DREW, C. R.	MIAMI SPRINGS	WESTVIEW	
EDISON PARK	MORNINGSIDE		
EVANS, L. C.	OLINDA		
FRANKLIN, B.	ORCHARD VILLA		
GLADEVIEW	POINCIANA PARK		
HIALEAH	SHADOWLAWN		
HOLMES	SOUTH HIALEAH		
PRIMARY SCHOOL C	SPRINGVIEW		
JOHNSON, J. W.	WEST LITTLE RIVER		
KING, MARTIN LUTHER	WESTVIEW		
LAKEVIEW	YOUNG, NATHAN		

SCHOOL YEAR — 1974-75

SCHOOL: ARCOLA LAKE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	970	66.4	12.4	21.2	22.5	90.5	2	59	22	28.8	3.3	67.9	41.3	7.1	104	1072	2
1973-74	905	64.8	9.0	26.2	22.9	91.5	2	54	22	25.9	1.9	72.2	43.1	7.3	76	NA	NA

218

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	197	169*	196	179*	168	211*						
READING MEDIAN	1.3	1.6*	1.9	2.3*	2.8	2.9*						
MATH COMPUTATION MEDIAN	1.4	1.5*	2.3	3.0*	3.5	3.9*						
MATH CONCEPTS MEDIAN [2]	1.4	NA	2.0	NA	3.1	NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	+0.0				+0.1	-0.1				-0.1	-0.2			
PUPILS TESTED [4]	155	144				152	140				152	140			

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR ARCOLA LAKE EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	11	19	25	18	12	11	03	01	0
2	12	26	26	17	09	05	03	01	01
3	08	20	26	20	11	04	08	03	01
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	13	22	18	10	16	08	10	01	0
2	04	24	20	12	14	14	08	03	01
3	07	11	22	14	17	16	09	03	01
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	16	15	18	20	17	10	03	0	0
2	14	28	19	17	13	06	01	01	01
3	05	16	25	22	16	08	05	01	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

219

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: BLANTON VAN EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	812	67.4	13.2	19.4	19.9	92.9	1	36	15	38.8	11.2	50.0	35.2	11.3	99	767	35
1973-74	791	63.7	13.6	22.7	20.3	92.9	1	33	23	33.3	0.0	69.7	27.0	10.4	109	NA	NA

220

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED							199	210	248	237	221	206
READING MEDIAN							3.5	3.0	4.1	4.4	5.3	5.3
MATH COMPUTATION MEDIAN							4.1	4.1	4.6	5.2	6.0	6.5
MATH CONCEPTS MEDIAN [2]		NA		NA		NA	3.7	NA	4.0	NA	5.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			+0.0	+0.1	+0.2			-0.2	-0.2	+0.1			-0.3	-0.5	-0.5
PUPILS TESTED [4]			145	195	181			145	195	180			146	195	180

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	08	20	29	24	12	05	01	01	*0
5	10	12	34	21	12	08	0	0	0
6	07	14	22	25	19	07	04	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	10	18	21	21	15	07	06	01	01
5	06	16	29	19	13	10	06	*0	*0
6	0	14	16	22	20	14	05	05	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	07	19	25	23	16	08	01	01	01
5	16	34	25	10	10	07	0	0	0
6	09	22	19	24	16	09	01	*0	*0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: BRIGHT EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	905	14.6	77.2	8.2	19.5	93.8	1	49	16	18.3	42.8	38.9	21.7	5.6	95	887	3
1973-74	1001	12.3	79.7	8.0	19.1	95.0	2	43	37	21.0	39.5	39.5	23.4	5.3	110	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	82	81	96	110	143	144	133	142	148	186		
READING MEDIAN	1.3	1.5	2.1	2.0	2.3	2.4	3.1	2.9	4.1	3.7		
MATH COMPUTATION MEDIAN	1.8	2.2	2.8	2.5	3.4	3.5	3.9	3.9	5.1	5.2		
MATH CONCEPTS MEDIAN [2]	1.8	NA	2.9	NA	3.0	NA	3.5	NA	4.5	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	-0.4	+0.1	-0.4		-0.4	-0.3	-0.2	-0.3		+0.1	-0.7	-0.4	-0.6	
PUPILS TESTED [4]	53	73	105	115		52	73	105	115		52	73	105	115	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

222

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	22	37	27	06	0	0	0	0
2	07	23	25	25	14	04	01	01	0
3	15	27	25	19	08	03	02	0	0
4	22	21	19	17	13	06	01	0	01
5	16	21	24	21	12	05	0	01	01
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	07	19	18	17	10	20	0	04
2	0	10	12	19	33	19	04	0	0
3	03	16	25	19	19	13	01	02	01
4	08	15	23	24	14	08	03	03	01
5	0	15	18	25	18	09	10	03	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	11	29	26	12	08	06	03
2	0	10	06	21	26	19	12	04	03
3	04	27	26	32	06	04	01	01	01
4	13	24	19	22	13	06	0	01	0
5	12	11	30	25	12	09	01	0	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: BROADMOOR EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	879	64.8	20.5	14.7	23.0	90.8	2	44	21	27.2	9.0	63.8	14.2	8.6	94	851	144
1973-74	907	57.0	23.4	19.6	21.4	93.1	2	38	31	23.7	2.6	73.7	12.5	9.1	84	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	195	217*	217	236*	258	253*						
READING MEDIAN	1.4	1.6*	1.9	2.1*	2.5	2.7*						
MATH COMPUTATION MEDIAN	1.5	1.7*	2.3	2.1*	3.3	3.4*						
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.2	NA	3.1	NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	-0.1				-0.3	+0.0				-0.2	+0.0			
PUPILS TESTED [4]	189	209				191	212				192	212			

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

224

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	10	18	24	17	13	11	04	01	03
2	14	29	23	13	10	07	03	01	0
3	13	23	24	21	08	07	03	01	*0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	08	19	18	19	17	06	09	0	0
2	07	25	16	15	17	14	04	0	01
3	08	13	26	20	20	11	0	*0	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	13	18	14	10	18	10	04	07
2	12	17	16	24	13	09	05	01	01
3	04	18	21	31	15	06	03	0	*0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

225

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CURTISS GLENN EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	361	67.3	15.0	17.7	13.6	89.9	1	23	16	30.4	4.3	65.3	34.7	9.4	78	1120	77
1973-74	284	60.0	32.4	7.6	24.2	92.3	1	18	16	27.8	0.0	72.2	37.5	11.2	61	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED									119	86*	99	127*
READING MEDIAN									4.2	4.1*	5.3	5.2*
MATH COMPUTATION MEDIAN									5.0	5.1*	6.0	5.6*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA		NA	4.0	NA	5.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE				-0.1	+0.2				+0.1	+0.5				-0.2	+0.2
PUPILS TESTED [4]				93	75				92	72				92	72

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR CURTISS GLENN EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	10	27	19	22	15	04	01	01	01
6	11	11	25	25	18	04	03	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	04	17	22	25	14	11	03	0	01
6	04	18	18	18	20	12	06	03	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	08	25	32	19	11	04	01	01	0
6	16	20	16	26	11	05	03	03	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: DREW EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	913	100.0	0.0	0.0	11.7	93.0	1	43	29	41.8	2.3	55.9	25.5	8.5	95	821	228
1973-74	833	100.0	0.0	0.0	4.5	94.2	2	41	26	31.7	0.0	68.3	26.7	8.2	82	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	76	106	85	115	98	114	97	99	93	109	96	110
READING MEDIAN	1.9	1.5	2.1	2.0	2.8	2.9	4.4	4.1	4.4	4.2	7.1	4.9
MATH COMPUTATION MEDIAN	2.0	2.1	3.5	3.9	4.6	4.5	5.1	5.6	5.7	5.7	6.7	6.5
MATH CONCEPTS MEDIAN [2]	1.8	NA	2.8	NA	3.7	NA	4.5	NA	5.0	NA	5.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	+0.2	+0.7	-0.2	+1.5	+0.7	+0.5	+0.5	-0.1	+0.9	+0.4	+0.3	+0.3	-0.1	+0.2
PUPILS TESTED [4]	70	88	92	85	87	66	89	91	84	87	67	89	91	85	87

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

228

1974-75 SCHOOL YEAR DREW EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	11	21	12	23	17	05	04	0
2	11	27	21	13	11	08	03	0	03
3	01	23	30	17	12	13	0	01	01
4	07	06	16	23	25	12	10	0	0
5	06	11	26	24	16	10	05	01	0
6	0	06	12	15	25	25	13	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	10	16	17	22	11	16	05	01
2	0	13	09	10	11	13	08	08	26
3	01	05	09	16	17	15	08	13	17
4	0	08	17	17	20	20	06	12	01
5	05	11	11	21	18	12	07	07	07
6	01	0	08	22	32	18	08	08	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	09	10	14	15	12	12	14	15	0
2	01	07	10	23	19	20	12	04	03
3	0	07	12	23	28	15	09	04	03
4	0	09	15	26	31	15	04	01	0
5	08	13	25	12	16	19	05	01	0
6	04	10	25	37	14	08	03	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: EDISON PARK EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	817	76.8	17.1	6.1	14.5	92.7	2	41	24	31.7	7.3	61.0	27.7	7.3	94	793	116
1973-74	860	72.8	20.7	6.5	20.7	91.6	2	35	30	28.6	8.5	62.9	24.3	7.9	84	NA	NA

230

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					155	281*	154	358*	165		161	
READING MEDIAN					2.4	2.8*	2.5	3.5*	3.5		3.9	
MATH COMPUTATION MEDIAN					2.9	3.5*	3.7	4.2*	4.4		4.8	
MATH CONCEPTS MEDIAN [2]		NA		NA	2.2	NA	2.7	NA	4.3	NA	4.3	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			-0.5	+0.0	-0.7										
PUPILS TESTED [4]			133	122	131										

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

NOTE: Due to errors in test administration, students were tested with the "Old" Stanford in Math Computation and Math Concepts. The differences in expected and attained means were not available.

1974-75 SCHOOL YEAR EDISON PARK EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	15	26	24	17	10	04	03	01	0
4	25	30	19	19	07	01	0	0	0
5	18	20	32	16	08	03	01	01	0
6	20	31	23	15	07	0	01	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3									
4									
5									
6									
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3									
4									
5									
6									
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

NOTE: Stanine distributions were not available because students were tested with the "Old" Stanford in Math Computation and Math Concepts.

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: EVANS EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	930	100.0	0.0	0.0	7.6	88.7	2	46	30	41.3	2.1	56.6	34.7	7.9	102	773	222
1973-74	928	100.0	0.0	0.0	7.8	90.2	2	45	46	44.4	4.5	51.1	23.4	7.3	92	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	103	118*	124	132*	115	145*	139	96*	119	120*	114	22*
READING MEDIAN	1.3	1.6*	1.6	2.2*	2.1	2.2*	3.3	3.4*	3.9	4.4*	4.2	4.7*
MATH COMPUTATION MEDIAN	1.4	1.7*	2.2	3.1*	3.5	3.4*	4.8	4.7*	4.6	6.0*	5.6	6.5*
MATH CONCEPTS MEDIAN [2]	1.4	NA	2.3	NA	3.0	NA	3.7	NA	3.7	NA	4.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	-0.2	+0.5	+0.0	-0.3	-0.1	-0.1	+0.7	-0.1	-0.2	+0.0	-0.3	+0.2	-0.5	-0.7
PUPILS TESTED [4]	111	105	130	98	103	103	104	130	98	103	103	104	130	98	101

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

232

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C5	21	38	24	04	04	04	0	0
2	18	29	24	15	10	04	0	01	0
3	26	29	19	C9	11	04	01	0	0
4	C3	19	34	26	14	04	01	0	01
5	07	19	39	17	15	0	01	0	0
6	16	23	37	19	05	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	08	25	16	14	17	14	05	C1	0
2	09	27	19	15	17	07	04	C1	0
3	09	13	17	17	10	12	05	C8	09
4	04	11	17	16	22	14	12	C5	0
5	07	15	29	24	13	07	04	C1	0
6	09	16	20	26	14	08	03	0	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C4	17	20	29	17	09	04	0	0
2	07	14	28	29	14	05	03	0	0
3	08	19	31	20	13	07	0	0	0
4	C	14	25	35	16	06	01	01	0
5	21	35	20	13	08	03	0	0	0
6	23	33	15	18	07	03	01	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

233

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: FRANKLIN EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	652	5.7	28.2	66.1	12.7	94.2	2	35	16	17.1	5.7	77.2	27.7	8.6	117	976	5
1973-74	666	4.7	29.3	66.0	20.3	93.8	1	29	21	20.7	0.0	79.3	31.4	8.6	104	NA	NA

234

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	58	61*	81	73*	59	95*	84	88*	93	98*	99	103*
READING MEDIAN	1.5	1.9*	2.7	2.7*	3.6	3.5*	4.8	4.6*	5.4	5.2*	5.3	6.1*
MATH COMPUTATION MEDIAN	1.9	2.2*	3.0	3.4*	3.7	3.9*	5.5	5.8*	6.0	6.0*	6.0	6.9*
MATH CONCEPTS MEDIAN [2]	1.8	NA	2.7	NA	5.2	NA	5.2	NA	5.8	NA	5.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	-0.1	-0.1	+0.1	-0.1	-0.2	-0.6	+0.2	-0.5	-0.8	-0.3	+0.4	-0.1	-0.6	-0.9
PUPILS TESTED [4]	58	55	74	67	84	56	53	74	67	84	56	53	74	67	84

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR FRANKLIN EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C5	16	11	23	13	16	08	C5	03
2	04	09	14	21	19	22	10	0	0
3	0	17	08	24	28	11	01	C7	04
4	C1	07	13	20	34	10	10	0	0
5	01	07	13	24	31	13	05	05	0
6	07	16	21	17	16	10	06	06	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	13	13	18	24	16	11	C	0
2	0	07	12	16	30	11	15	C5	04
3	01	11	10	33	28	10	04	C1	01
4	0	09	13	14	21	15	13	C6	05
5	0	0	13	21	27	16	18	0	01
6	0	14	10	31	26	06	05	C5	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	03	16	29	23	16	08	05	0
2	04	07	15	17	25	19	09	04	01
3	0	04	04	08	21	26	15	11	10
4	01	06	14	17	22	17	16	04	01
5	03	C9	16	12	24	23	12	01	0
6	09	18	12	19	19	16	04	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

235

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: GLADEVIEW EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	433	50.2	37.9	11.9	14.7	93.6	2	28	17	42.8	3.5	53.7	29.6	6.1	83	1080	98
1973-74	478	54.1	32.2	13.7	14.7	92.2	2	22	24	40.9	9.1	50.0	34.6	9.2	64	NA	NA

235

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED									134	149*	169	175*
READING MEDIAN									4.9	4.8*	5.6	5.2*
MATH COMPUTATION MEDIAN									5.9	6.3*	7.5	6.9*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA		NA	5.4	NA	6.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE				+0.0	+0.1				+0.4	+0.5				+0.4	+0.3
PUPILS TESTED [4]				115	125				115	125				115	125

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR GLADEVIEW EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	07	16	20	25	18	09	03	01	01
6	07	14	18	22	22	10	0	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	01	08	14	20	22	14	12	04	05
6	03	06	10	17	14	14	17	08	11
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	05	09	17	24	19	16	05	03	0
6	05	11	13	24	10	13	10	07	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: HIALEAH EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	565	28.7	54.8	16.5	19.4	94.3	1	31	11	22.5	22.5	55.0	19.3	7.5	91	896	1
1973-74	633	30.1	52.9	17.0	17.2	93.5	1	27	23	22.2	11.1	66.7	13.8	6.9	77	NA	NA

238

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	63	83	95	107	103	138	119	159				
READING MEDIAN	1.5	1.4	2.1	2.1	3.2	3.1	3.8	3.6				
MATH COMPUTATION MEDIAN	1.8	1.8	3.0	3.5	3.8	4.4	5.1	4.6				
MATH CONCEPTS MEDIAN [2]	2.4	NA	2.5	NA	3.4	NA	4.5	NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.1	-0.1		-	+0.2	-0.5	+0.1			+0.0	-0.6	-0.1		
PUPILS TESTED [4]	65	87	102			65	87	102			65	87	102		

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	14	14	22	15	16	11	05	0	0
2	11	25	22	14	11	09	07	0	0
3	06	17	25	20	15	13	0	01	0
4	12	21	20	20	13	12	01	0	01
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	21	16	14	21	06	09	04	0
2	04	10	12	18	14	22	13	05	03
3	0	11	20	20	25	12	06	03	0
4	08	07	12	25	19	12	07	08	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	11	10	17	06	07	11	11	17
2	04	17	14	21	19	13	09	03	01
3	0	08	20	29	23	08	04	03	0
4	07	17	15	17	22	11	10	0	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

239

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: HOLMES EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	955	99.6	0.0	0.4	6.7	90.4	2	34	44	35.2	11.7	53.1	17.1	7.7	88	621	261
1973-74	772	97.3	2.3	0.4	9.4	92.6	1	28	54	32.1	14.3	53.6	15.2	6.5	86	NA	NA

210

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	177	187	216	213	168	160	146					
READING MEDIAN	2.2	1.3	2.9	2.1	2.8	2.4	4.4					
MATH COMPUTATION MEDIAN	2.1	1.6	2.8	3.1	3.3	3.8	4.3					
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.5	NA	2.7	NA	3.7	NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.8	+0.1	+1.1			+0.3	-0.4	+0.1			+0.2	-0.7	+0.1		
PUPILS TESTED [4]	193	154	134			191	155	132			191	155	132		

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR HOLMES EL

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	04	07	17	44	17	04	01
2	01	03	08	21	35	25	03	04	0
3	0	13	37	26	15	04	0	0	0
4	0	0	16	28	36	13	03	01	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	11	10	09	27	23	09	0	05
2	0	13	13	21	17	11	13	07	04
3	06	18	16	25	20	08	05	0	0
4	0	10	22	31	17	13	03	0	01
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	05	13	14	20	21	14	04	04
2	09	15	12	17	15	19	08	03	0
3	10	27	26	19	12	05	01	0	01
4	01	12	35	30	13	05	03	01	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: JOHNSON EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	178	14.0	79.8	6.2	12.1	92.1	1	9	6	33.3	44.4	22.3	11.1	5.7	111	987	8
1973-74	179	10.2	81.3	8.5	17.5	93.0	1	7	6	28.6	28.6	42.8	14.3	7.0	98	NA	NA

212

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED											149	152*
READING MEDIAN											5.3	4.4*
MATH COMPUTATION MEDIAN											6.7	6.3*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA		NA		NA	5.9	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE					+0.0					+0.4					+0.1
PUPILS TESTED [4]					117					117					117

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	05	20	22	22	21	08	03	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	04	08	10	21	16	22	12	0	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	05	13	13	30	18	10	09	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

243

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: KING PRIMARY

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	397	69.8	24.6	5.6	39.7	94.2	1	17	17	41.1	17.6	41.3	30.7	6.6	131	837	111
1973-74	330	64.6	24.4	11.0	13.5	91.2	1	14	20	57.1	35.7	7.2	26.7	7.5	89	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	147	140	109	120								
READING MEDIAN	1.5	1.4	2.0	2.0								
MATH COMPUTATION MEDIAN	2.0	1.7	2.7	2.4								
MATH CONCEPTS MEDIAN [2]	1.9	NA	2.7	NA		NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2					-0.1					+0.2				
PUPILS TESTED [4]	80					78					78				

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR KING PRIMARY

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	08	29	22	17	09	06	04	04
2	13	26	21	15	10	11	01	01	0
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	11	15	13	15	23	10	06	05
2	07	11	15	20	19	11	09	04	04
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	10	15	17	18	14	12	06	07
2	05	11	14	17	16	18	13	06	01
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

245

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: LAKEVIEW EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	701	9.1	44.3	46.6	21.0	94.0	1	33	14	24.2	9.1	66.7	25.8	9.8	111	826	2
1973-74	759	6.5	42.4	51.1	15.6	93.6	1	31	19	25.8	3.2	71.0	25.0	10.9	115	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	59	98*	52	82*	74	107*	94	115*	94	113*	96	110*
READING MEDIAN	1.4	1.6*	2.6	2.2*	3.2	3.0*	3.8	3.8*	4.5	4.4*	5.3	5.6*
MATH COMPUTATION MEDIAN	1.6	1.7*	3.2	3.1*	3.9	3.4*	4.1	4.7*	5.5	5.3*	6.4	6.9*
MATH CONCEPTS MEDIAN [2]	1.8	NA	3.4	NA	3.5	NA	4.7	NA	5.0	NA	5.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.4	+0.2	-0.1	-0.1	+0.0	+0.6	-0.1	-0.4	-0.3	+0.1	+0.6	-0.6	+0.2	-0.6	-0.6
PUPILS TESTED [4]	43	58	81	85	86	45	58	81	85	86	45	58	81	85	86

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR LAKEVIEW EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	11	14	25	17	11	13	06	0	04
2	08	12	13	21	25	08	05	0	06
3	05	22	19	17	15	09	09	0	0
4	05	21	18	26	19	09	03	0	0
5	06	16	23	20	08	14	10	0	0
6	04	05	32	28	17	06	04	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	20	18	14	15	10	11	0	05
2	05	0	16	14	14	12	12	09	15
3	0	09	15	23	22	20	05	0	01
4	06	16	21	33	14	05	03	01	0
5	03	12	15	23	24	07	11	03	01
6	0	0	20	22	23	15	08	07	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	07	10	32	19	14	08	04	01
2	0	05	12	12	20	26	15	07	01
3	04	16	24	17	13	18	05	0	0
4	0	07	16	19	25	18	06	04	03
5	09	22	16	21	10	16	03	01	01
6	05	17	20	24	13	14	04	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: LIBERTY CITY EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	794	100.0	0.0	0.0	11.9	93.1	1	40	26	42.5	7.5	50.0	32.3	9.0	94	682	190
1973-74	800	100.0	0.0	0.0	11.1	93.2	2	34	38	29.4	11.8	58.8	30.2	9.0	91	NA	NA

248

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	104	111*	107	125*	122	99*	102	90*	94	107*	116	118*
READING MEDIAN	1.2	1.7*	2.3	2.2*	2.4	2.7*	3.1	3.5*	4.9	4.7*	6.0	4.7*
MATH COMPUTATION MEDIAN	1.5	1.6*	2.4	3.4*	3.8	4.1*	5.0	4.6*	5.2	5.8*	5.6	5.6*
MATH CONCEPTS MEDIAN [2]	1.4	NA	2.4	NA	3.2	NA	3.7	NA	4.2	NA	4.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.3	-0.2	+0.2	+0.2	+1.3	+0.0	+0.2	+0.4	+0.2	-0.1	+0.2	-0.1	+0.1	-0.2	-0.5
PUPILS TESTED [4]	91	109	85	86	101	91	110	85	86	101	91	110	85	86	101

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR LIBERTY CITY EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	14	27	25	16	08	07	03	0	01
2	06	17	19	26	12	15	04	01	0
3	03	25	38	23	07	0	01	01	0
4	05	23	29	30	09	05	01	0	0
5	03	12	24	31	21	07	0	0	0
6	06	09	13	13	20	19	09	03	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	13	14	24	25	14	03	08	0	0
2	08	17	17	17	11	16	06	03	03
3	04	07	16	18	22	16	07	07	0
4	0	03	17	22	29	11	09	04	04
5	03	11	12	35	19	08	06	03	0
6	04	18	21	22	09	12	09	03	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	09	18	20	29	12	08	0	0	0
2	08	17	16	23	15	15	05	0	0
3	03	13	27	30	16	05	05	0	0
4	0	31	13	20	16	06	07	05	03
5	09	16	28	28	12	04	0	0	0
6	15	21	35	16	07	04	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

249

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: LITTLE RIVER EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1118	67.4	25.1	7.5	12.3	92.3	2	49	36	32.6	10.2	57.2	16.6	7.1	113	661	176
1973-74	803	70.5	21.9	7.6	20.3	90.9	2	37	30	29.7	5.4	64.9	28.9	9.7	104	NA	NA

250

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					186		190		263	394	304	226
READING MEDIAN					2.7		2.7		4.1	4.2	5.0	5.7
MATH COMPUTATION MEDIAN					3.4		3.8		4.6	5.6	5.2	7.2
MATH CONCEPTS MEDIAN [2]		NA		NA	2.8	NA	3.3	NA	4.3	NA	4.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			-0.3	-0.2	+0.0										
PUPILS TESTED [4]			157	195	254										

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

NOTE: Due to errors in test administration, students were tested with the "Old" Stanford in Math Computation and Math Concepts. The differences in expected and attained means were not available.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	10	20	25	18	18	08	01	01	0
4	16	31	25	15	06	03	01	0	0
5	15	21	17	19	19	06	0	01	0
6	14	13	23	16	16	08	08	0	*0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3									
4									
5									
6									
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3									
4									
5									
6									
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

NOTE: Stanine distributions were not available because students were tested with the "Old" Stanford in Math Computation and Math Concepts.

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: LORAH PARK EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	653	80.4	9.1	10.5	11.0	92.7	1	27	18	33.3	3.7	63.0	27.5	8.2	79	724	122
1973-74	703	80.9	6.7	12.4	17.4	91.2	1	26	14	30.8	0.0	69.2	10.3	6.3	69	NA	NA

252

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	109	81*	107	102*	137	130*	116	108*				
READING MEDIAN	1.3	1.6*	1.8	2.1*	2.5	2.8*	2.7	3.1*				
MATH COMPUTATION MEDIAN	1.7	1.6*	2.2	2.9*	3.3	3.0*	3.7	3.7*				
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.0	NA	3.0	NA	3.0	NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.1	-0.1			+0.0	-0.2	-0.4			-0.1	-0.4	-0.3		
PUPILS TESTED [4]	70	104	93			77	101	92			73	101	93		

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	17	16	19	14	18	04	09	04	0
2	16	30	22	15	09	03	03	01	0
3	05	27	27	21	14	05	01	0	01
4	12	32	17	26	08	0	03	0	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	14	16	20	19	09	13	0	04
2	08	25	21	14	17	07	07	03	0
3	05	16	24	21	20	06	04	01	01
4	13	21	27	24	09	04	01	0	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	09	09	19	13	17	18	06	04	06
2	09	32	19	24	09	06	01	0	0
3	05	18	33	23	10	05	05	0	0
4	18	35	14	16	13	03	01	01	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

253

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI PARK EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1169	44.0	34.0	22.0	21.9	91.9	1	52	19	25.0	5.7	69.3	12.0	7.7	116	753	10
1973-74	1143	37.7	34.7	27.6	19.7	92.7	2	48	25	25.0	6.3	68.7	17.6	8.8	105	NA	NA

254

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	113	100	111	143	133	163	165	170	169	167	168	175
READING MEDIAN	1.7	1.7	2.2	2.1	3.1	3.3	3.3	3.3	4.9	4.4	5.3	5.6
MATH COMPUTATION MEDIAN	2.0	2.0	2.5	3.1	4.3	3.9	4.5	4.6	5.2	5.4	6.2	5.7
MATH CONCEPTS MEDIAN [2]	1.8	NA	2.1	NA	3.6	NA	3.7	NA	4.5	NA	5.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	+0.0	-0.3	-0.2	-0.3	-0.3	+0.3	-0.1	-0.5	-0.1	-0.4	-0.2	-0.2	-0.6	-0.1
PUPILS TESTED [4]	92	117	144	142	153	88	117	146	142	154	88	116	146	142	154

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	03	13	26	25	14	07	0	04
2	11	16	16	22	16	07	07	0	03
3	04	14	22	23	18	11	06	0	0
4	13	17	19	19	14	10	04	01	01
5	07	14	22	23	21	10	0	01	01
6	08	14	23	21	21	07	04	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	07	08	19	29	13	13	05	04
2	01	20	16	20	17	12	09	0	04
3	03	05	13	12	23	18	08	09	06
4	05	09	17	22	22	10	08	03	0
5	07	11	15	25	17	12	08	04	0
6	07	09	14	21	15	16	07	07	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	07	13	25	22	19	05	0	04
2	07	28	17	16	11	10	05	04	03
3	04	07	22	21	25	10	08	03	01
4	05	23	16	21	17	09	03	05	01
5	09	12	20	27	21	07	04	0	0
6	05	10	23	27	18	08	06	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI SHORES EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	999	3.3	13.3	83.4	11.1	93.9	2	44	14	22.7	2.3	75.0	30.2	11.4	102	735	1
1973-74	981	3.1	12.1	84.8	12.9	94.0	2	38	21	21.0	0.0	79.0	31.1	10.3	104	NA	NA

256

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	153	115*	127	123*	144	143*	140	137*	157	142*	164	133*
READING MEDIAN	2.1	2.2*	3.4	3.6*	4.7	4.4*	5.2	5.5*	6.7	6.5*	7.9	7.7*
MATH COMPUTATION MEDIAN	2.6	2.8*	3.5	3.4*	4.4	4.5*	5.9	5.3*	5.6	6.3*	7.2	7.4*
MATH CONCEPTS MEDIAN [2]	2.7	NA	3.4	NA	5.0	NA	5.6	NA	5.9	NA	7.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.0	-0.1	+0.0	+0.2	+0.0	-0.1	+0.2	-0.9	-0.1	-0.4	+0.4	+0.2	-0.4	-0.1
PUPILS TESTED [4]	97	118	118	123	131	97	117	118	123	131	97	117	118	123	131

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C5	C9	08	14	10	15	17	11	12
2	C1	07	13	12	13	16	15	10	13
3	0	0	09	12	17	23	16	C9	12
4	C1	03	10	22	22	18	09	06	09
5	C1	03	04	17	17	22	21	10	05
6	0	01	07	11	27	16	22	C8	C7
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	06	03	08	19	10	26	12	13
2	01	04	07	13	14	19	19	13	09
3	0	06	15	11	17	23	11	C8	06
4	01	03	05	12	18	23	18	10	10
5	01	13	15	16	20	19	11	C5	0
6	0	01	11	21	22	19	14	05	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	C6	04	C6	15	14	22	15	17
2	03	08	05	10	16	25	18	08	07
3	C1	01	07	16	18	17	15	17	08
4	C1	03	06	1C	21	18	21	14	07
5	03	04	13	15	22	20	13	08	03
6	0	04	08	20	27	13	15	07	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI SPRINGS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	494	9.9	17.2	72.9	15.7	93.6	1	25	14	20.0	4.0	76.0	23.0	11.5	95	982	1
1973-74	468	8.7	20.1	71.2	19.7	93.6	1	19	15	21.0	0.0	79.0	22.7	13.1	90	NA	NA

258

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	49	54	60	43	59	43	53	73	72	93	86	65
READING MEDIAN	1.7	2.0	3.0	2.6	3.3	3.9	4.5	4.4	5.8	5.4	6.6	6.6
MATH COMPUTATION MEDIAN	1.8	2.0	3.2	3.0	3.7	4.1	5.5	5.1	6.5	5.7	6.5	7.5
MATH CONCEPTS MEDIAN [2]	2.0	NA	3.4	NA	3.9	NA	4.9	NA	5.6	NA	6.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	-0.2	+0.0	+0.0	-0.2	+0.2	-0.4	+0.2	-0.2	-0.4	+0.3	-0.1	+0.2	-0.5	-0.3
PUPILS TESTED [4]	45	41	44	61	76	45	41	44	61	76	43	40	44	61	76

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	15	11	14	14	20	11	08	05	03
2	08	17	11	12	12	22	09	05	05
3	09	06	23	22	12	14	09	0	03
4	05	13	16	19	24	10	10	0	0
5	01	03	16	16	21	21	09	07	05
6	07	11	14	16	24	13	06	04	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	15	18	20	21	03	12	03	0
2	06	11	08	09	17	17	11	12	09
3	08	09	22	14	23	15	05	03	0
4	0	10	10	19	18	15	18	06	03
5	01	09	07	16	17	21	09	12	07
6	06	15	14	16	13	19	08	03	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	05	06	17	30	18	17	05	0
2	03	09	12	08	11	23	17	08	09
3	0	14	11	17	25	15	14	03	0
4	0	11	10	15	26	18	15	05	0
5	04	08	13	20	25	16	07	05	01
6	10	11	10	22	14	13	12	05	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

259

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: MORNINGSIDE EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	459	19.1	41.1	39.8	31.8	93.7	1	25	8	20.0	16.0	64.0	42.3	9.0	98	905	3
1973-74	519	14.4	41.7	43.9	31.2	93.8	1	20	12	25.0	0.0	75.0	34.8	9.9	100	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	71	86*	69	64*	49	93*	70	74*	67	67*		
READING MEDIAN	1.5	1.6*	2.8	2.3*	3.6	3.5*	4.1	4.3*	5.2	5.4*		
MATH COMPUTATION MEDIAN	2.1	1.7*	3.0	3.3*	3.7	4.5*	5.0	5.3*	6.0	6.0*		
MATH CONCEPTS MEDIAN [2]	1.5	NA	2.9	NA	3.7	NA	4.7	NA	5.8	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.2	+0.2	+0.0		+0.2	-0.4	-0.1	-0.4		+0.3	-0.2	+0.0	+0.1	
PUPILS TESTED [4]	53	39	49	49		51	37	49	48		51	37	49	48	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR MORNINGSIDE EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	14	29	14	13	08	05	03	01
2	05	22	09	14	23	16	05	01	05
3	05	08	19	25	22	08	05	03	03
4	07	16	15	20	15	09	14	01	0
5	07	06	15	31	18	10	03	06	04
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	10	15	11	18	10	25	03	05
2	01	07	14	17	17	23	09	06	0
3	08	12	31	08	17	14	07	0	0
4	01	07	13	25	22	09	05	11	06
5	04	08	17	08	18	15	18	06	04
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	10	25	29	12	14	04	01	0
2	05	15	09	17	17	16	17	01	0
3	03	03	15	25	22	15	10	05	0
4	0	14	14	15	22	13	11	06	0
5	07	03	08	23	21	10	20	07	01
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: OLINDA EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	729	99.7	0.0	0.3	14.5	91.7	1	37	23	43.2	5.4	51.4	40.5	6.1	93	732	172
1973-74	773	100.0	0.0	0.0	6.6	92.0	1	33	31	30.3	0.0	69.7	34.2	6.6	81	NA	NA

262

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	83	85*	80	107*	89	117*	107	133*	119	3*	92	9*
READING MEDIAN	1.4	1.6*	1.7	2.1*	2.5	2.7*	3.1	3.8*	4.5	3.4*	4.8	4.8*
MATH COMPUTATION MEDIAN	1.6	1.7*	3.2	3.0*	3.2	3.0*	4.1	4.3*	4.6	4.3*	5.7	5.6*
MATH CONCEPTS MEDIAN [2]	1.5	NA	2.1	NA	2.7	NA	3.7	NA	4.2	NA	4.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	-0.1	+0.2	+0.0	-0.9	+0.7	-0.2	+0.5	-0.1	-0.4	+0.2	-0.5	+0.3	-0.1	-0.6
PUPILS TESTED [4]	69	85	98	111	86	69	85	98	111	86	69	85	98	111	86

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR OLINDA EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	19	32	26	15	5	0	0	0
2	01	46	30	15	04	0	01	0	0
3	03	27	32	16	14	06	0	0	0
4	07	24	28	23	05	11	0	0	0
5	03	13	27	29	18	07	03	01	0
6	12	15	33	25	14	01	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	20	23	15	18	09	09	0	01
2	0	06	15	15	09	21	13	09	13
3	0	16	39	18	14	10	01	0	0
4	06	07	13	37	13	03	07	06	01
5	03	15	24	28	14	06	07	0	03
6	05	14	22	23	13	13	08	03	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	09	15	17	24	16	15	0	01	0
2	0	19	29	09	25	11	04	01	0
3	09	22	36	24	07	01	01	0	0
4	04	25	17	28	13	06	06	01	0
5	08	14	31	25	13	06	03	0	0
6	03	28	42	23	04	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

263

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: ORCHARD VILLA EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	968	100.0	0.0	0.0	13.7	94.1	1	50	22	40.0	0.0	60.0	26.5	10.8	89	799	140
1973-74	1298	100.0	0.0	0.0	13.4	93.8	1	52	55	32.7	0.0	67.3	17.9	9.2	98	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	157	193	175	185	165	187	150	151	136	173		138
READING MEDIAN	1.6	1.8	2.2	2.1	2.3	2.7	3.1	2.7	3.9	4.2		4.1
MATH COMPUTATION MEDIAN	1.8	2.0	2.8	2.3	3.2	3.8	4.5	3.9	5.6	5.6		6.0
MATH CONCEPTS MEDIAN [2]	1.5	NA	2.5	NA	2.7	NA	3.2	NA	4.2	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	−0.2	−0.4	−0.1		+0.1	+0.2	+0.1	+0.7		+0.0	−0.2	−0.4	−0.1	
PUPILS TESTED [4]	137	133	134	109		137	131	134	108		137	131	135	108	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	05	16	29	28	13	07	0	01
2	03	19	25	22	22	09	01	0	01
3	11	35	26	16	10	0	0	0	0
4	06	24	40	15	09	04	0	0	0
5	08	17	37	19	13	04	01	01	01
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	08	19	21	19	15	09	06	04
2	03	08	15	19	26	16	08	0	03
3	0	14	23	31	16	10	0	01	0
4	04	14	15	30	17	10	06	04	01
5	0	09	14	21	17	19	13	04	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	13	14	26	17	12	12	0	01
2	03	12	19	25	26	09	04	0	0
3	06	31	26	17	11	05	04	0	0
4	07	25	32	22	12	0	0	01	0
5	16	22	27	17	09	08	01	0	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: POINCIANA PARK EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	896	10.0	0.0	0.0	9.6	92.0	2	46	24	47.8	2.2	50.0	30.2	9.3	33	766	249
1973-74	915	100.0	0.0	0.0	8.9	93.4	2	45	33	46.7	4.4	48.9	23.4	9.0	65	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	122	122	113	110	113	149	139	123	122	123	127	112
READING MEDIAN	1.8	1.5	1.8	1.6	2.2	2.3	3.3	2.7	4.1	3.3	4.2	3.9
MATH COMPUTATION MEDIAN	2.0	1.7	2.5	2.4	3.8	3.7	4.3	3.9	5.2	4.5	5.1	5.2
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.1	NA	3.0	NA	3.5	NA	4.5	NA	4.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	*5	6
DIFFERENCE	-0.4	-0.1	-0.1	+0.2	-0.1	+0.1	+0.0	+0.1	+0.3	+0.1	-0.4	+0.4	+0.4	+0.8	+0.1
PUPILS TESTED [4]	100	98	134	112	108	100	96	134	112	108	100	95	134	112	108

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	23	19	22	16	10	06	0
2	16	26	23	19	12	04	01	0	0
3	10	47	24	12	03	03	0	0	0
4	04	16	37	22	12	06	01	01	0
5	06	14	38	19	18	05	0	0	0
6	09	35	38	13	04	01	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	14	09	16	18	13	10	03	17
2	01	14	16	24	17	12	08	06	0
3	06	14	07	19	24	13	05	05	07
4	04	13	24	26	14	14	0	01	01
5	0	10	26	24	17	13	05	0	0
6	0	24	31	20	09	06	05	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	10	22	15	18	11	11	06
2	17	28	12	19	13	08	0	0	0
3	07	25	21	10	10	10	06	0	09
4	04	19	28	13	16	09	05	05	01
5	15	20	17	10	06	14	07	04	08
6	17	25	20	17	13	06	03	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performapce; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PRIMARY SCHOOL C

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	378	82.3	15.8	1.9	14.1	93.3	1	21	15	47.6	23.8	28.6	39.1	7.3	102	865	257
1973-74	380	81.1	16.7	2.2	16.5	91.6	1	16	16	31.2	18.8	50.0	47.4	6.4	102	NA	NA

268

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	151	146	147	137								
READING MEDIAN	1.3	1.1	1.6	1.8								
MATH COMPUTATION MEDIAN	2.0	1.9	2.7	2.9								
MATH CONCEPTS MEDIAN [2]	1.9	NA	3.1	NA		NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2					+0.1					+0.5				
PUPILS TESTED [4]	130					129					129				

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR

PRIMARY SCHOOL C

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	19	28	24	12	04	03	01	03
2	16	32	25	18	07	03	0	0	0
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	09	11	17	16	19	08	01	12
2	05	13	14	20	19	11	08	07	04
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	13	19	18	18	18	01	04
2	03	04	10	11	28	22	09	08	05
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SHADOWLAWN EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	722	75.0	21.8	3.2	21.3	94.6	1	39	22	23.5	10.2	69.3	17.0	6.0	119	746	164
1973-74	891	73.8	21.3	4.9	16.0	94.2	2	33	29	24.2	6.1	69.7	23.5	6.5	123	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	149	126*	138	139*	158	165*	155	172*		154*		
READING MEDIAN	1.1	1.6*	2.1	2.1*	2.5	2.7*	2.7	3.2*		4.3*		
MATH COMPUTATION MEDIAN	1.2	1.5*	2.3	3.0*	3.2	3.1*	3.7	4.0*		5.1*		
MATH CONCEPTS MEDIAN [2]	1.4	NA	2.2	NA	2.4	NA	3.0	NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.4	-0.3			+0.3	+0.0	-0.4			+0.0	-0.2	-0.4		
PUPILS TESTED [4]	107	117	135			106	116	134			107	116	133		

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

012

1974-75 SCHOOL YEAR SHADOWLAWN EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	31	18	23	18	06	01	01	01	01
2	14	16	23	24	17	06	0	0	01
3	08	31	20	16	11	05	06	03	0
4	22	23	33	12	08	01	01*	0	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	17	27	19	12	13	07	03	01	0
2	09	15	22	12	14	12	08	04	04
3	05	24	20	25	05	06	07	06	0
4	14	26	20	20	12	04	03	01	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	13	29	27	17	04	01	01	01
2	16	22	12	16	20	12	01	01	0
3	18	23	23	07	10	13	04	01	01
4	16	29	24	18	10	01	01	0	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SOUTH HIALEAH EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	669	5.4	82.9	11.7	22.4	93.2	2	33	16	21.2	27.2	51.6	17.6	6.5	86	323	2
1973-74	677	4.4	83.3	12.3	22.5	93.7	2	29	22	20.7	20.7	58.6	21.9	7.8	69	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	114	99	110	101	140	148	120	155				
READING MEDIAN	1.5	1.6	2.1	2.3	3.2	3.2	4.1	3.5				
MATH COMPUTATION MEDIAN	1.9	2.0	2.7	2.9	3.8	4.3	5.1	4.5				
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.3	NA	3.5	NA	4.2	NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	+0.1	+0.2			-0.3	-0.1	+0.1			-0.4	-0.1	-0.1		
PUPILS TESTED [4]	64	94	102			65	94	103			65	94	103		

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

272

1974-75 SCHOOL YEAR SOUTH HIALEAH EL

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	13	19	24	21	13	05	03	01
2	13	14	27	19	15	07	04	01	0
3	01	12	23	23	19	15	05	0	0
4	04	10	22	24	20	13	04	01	01
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	11	13	14	32	17	06	0	0
2	0	11	16	27	22	15	05	01	0
3	01	05	14	27	28	13	09	0	01
4	03	04	12	17	22	20	11	07	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	11	22	23	21	15	05	0	0
2	06	17	21	23	18	11	03	0	0
3	0	09	19	27	17	12	10	01	03
4	01	09	20	21	22	17	04	04	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

273

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SPRINGVIEW EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	628	0.0	44.9	55.1	18.1	91.9	1	29	14	18.5	30.1	51.4	30.0	8.6	110	852	88
1973-74	539	0.4	45.9	53.7	15.0	93.8	1	25	18	23.0	28.0	52.0	18.5	8.3	93	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	42	39	53	53	56	75	74	79	83	90	90	89
READING MEDIAN	2.2	2.2	2.9	2.8	3.6	3.7	4.9	4.6	5.4	5.7	6.5	6.6
MATH COMPUTATION MEDIAN	2.1	2.2	3.4	3.8	4.5	4.7	6.2	5.6	7.5	6.7	7.8	8.8
MATH CONCEPTS MEDIAN [2]	2.4	NA	3.5	NA	4.5	NA	5.8	NA	6.8	NA	6.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	-0.2	+0.4	-0.3	-0.2	+0.2	-0.2	+0.4	+0.6	+0.1	+0.5	-0.3	+0.0	+0.2	-0.4
PUPILS TESTED [4]	36	38	61	74	78	35	38	61	74	78	35	38	61	74	78

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR SPRINGVIEW EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	12	10	18	26	20	04	04
2	0	06	09	19	25	23	04	04	06
3	03	07	12	29	17	08	10	10	03
4	0	08	13	14	23	19	08	05	06
5	0	06	21	15	29	13	09	05	01
6	03	08	11	27	24	12	04	07	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	0	20	32	20	14	0	04
2	0	0	08	13	17	13	17	17	11
3	0	05	15	10	17	19	20	05	08
4	0	04	0	10	13	25	22	19	05
5	0	03	05	07	11	22	21	21	08
6	0	01	07	23	19	16	17	07	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	08	10	12	34	26	06	0
2	0	06	09	11	09	19	15	15	15
3	0	03	10	15	19	20	14	07	12
4	0	05	07	12	18	20	20	12	05
5	0	01	07	09	22	30	16	07	06
6	0	06	13	21	17	22	06	08	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: W LITTLE RIVER EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	955	66.2	20.1	13.7	16.4	93.6	2	45	23	15.5	13.3	71.2	24.4	7.2	146	674	154
1973-74	958	64.8	18.8	16.4	14.0	93.4	2	37	31	24.3	5.4	70.3	27.3	7.4	91	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED							245	256*	252	262*	256	296*
READING MEDIAN							3.1	3.5*	3.6	3.4*	4.4	4.7*
MATH COMPUTATION MEDIAN							4.3	4.9*	4.5	4.7*	5.7	6.3*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA	3.7	NA	4.2	NA	5.0	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			-0.1	-0.6	+0.1			+0.2	-0.7	+0.1			+0.0	-0.6	-0.2
PUPILS TESTED [4]			210	226	234			211	226	235			211	226	235

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

276

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	11	24	28	15	14	05	0	0	01
5	23	19	27	14	12	03	*0	0	0
6	21	20	22	16	11	08	01	01	*0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	07	13	18	28	15	10	04	04	01
5	09	20	30	17	12	07	03	01	*0
6	03	14	24	24	20	09	04	01	*0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	07	20	21	23	14	09	05	0	0
5	21	23	19	15	14	06	0	0	0
6	07	31	20	21	10	08	*0	01	*0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: WESTVIEW FL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	506	64.6	8.9	26.5	18.6	94.0	1	29	13	31.1	0.0	68.9	32.1	11.1	88	954	87
1973-74	518	59.5	11.7	28.8	20.0	93.7	1	21	17	19.0	0.0	81.0	30.8	11.8	98	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	106	129	109	135	137	126						
READING MEDIAN	1.7	1.8	2.4	2.1	2.9	3.7						
MATH COMPUTATION MEDIAN	2.1	2.1	2.8	2.7	3.3	4.6						
MATH CONCEPTS MEDIAN [2]	2.2	NA	2.5	NA	3.5	NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.3	+0.1				-0.1	-0.2				-0.3	+0.2			
PUPILS TESTED [4]	92	118				92	118				92	118			

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR WESTVIEW EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	09	17	19	17	17	10	0	05
2	07	22	17	19	18	12	03	01	01
3	06	16	29	21	19	07	01	01	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	09	17	09	16	16	16	06	08
2	09	13	15	19	12	17	10	04	03
3	03	20	19	27	18	07	05	01	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	16	10	16	12	15	09	14
2	15	17	16	12	18	14	06	01	01
3	03	13	22	18	19	14	06	0	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

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SCHOOL YEAR — 1974-75

SCHOOL: YOUNG EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	421	71.0	13.3	15.7	17.8	93.2	1	20	10	40.0	10.0	50.0	16.6	6.9	89	842	2
1973-74	419	67.4	12.8	19.8	16.6	93.8	1	16	13	37.5	0.0	62.5	31.6	11.0	67	NA	NA

280

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED							111	124*	120	100*	108	114*
READING MEDIAN							3.5	3.1*	4.2	4.8*	5.3	5.4*
MATH COMPUTATION MEDIAN							3.8	4.0*	4.6	5.1*	6.2	5.8*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA	3.5	NA	4.5	NA	5.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			-0.3	+0.0	+0.1			-0.8	-0.2	+0.3			-0.7	-0.2	+0.1
PUPILS TESTED [4]			96	104	90			9[illegible]	104	90			96	104	90

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	C6	26	19	22	18	07	0	0	0
5	11	17	25	21	15	07	0	0	0
6	C5	16	23	23	19	04	06	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	C9	21	25	22	14	07	0	01	0
5	05	17	21	25	16	09	03	0	01
6	05	10	20	17	15	15	10	C4	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	11	22	20	25	12	07	01	0	0
5	C7	13	30	3C	13	04	0	0	0
6	14	13	18	23	14	07	07	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

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Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: DREW JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1373	100.0	0.0	0.0	16.9	90.0	4	66	27	48.4	6.0	45.6	21.3	5.4	99	819	62
1973-74	1262	100.0	0.0	0.0	11.9	92.3	4	66	50	45.5	0.0	54.5	30.6	5.4	96	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	135		358	365	294	372		196
READING MEDIAN	3.9		11.0	12.0	11.0	16.0		18.0
MATH COMPUTATION MEDIAN	5.1		20.0	16.0	20.0	26.0		22.0
MATH CONCEPTS MEDIAN [2]	4.0	NA	12.0	NA	11.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE	-0.8	-1.2	+0.3		-0.6	+1.1	+1.9		-0.9	-1.5	-1.8	NA
PUPILS TESTED [4]	116	294	252		116	294	251		116	294	252	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
5	--	--	--	--	--	--	--	--	--
6	22	25	24	16	08	04	01	0	0
7	19	23	25	16	11	03	*0	0	0
8	21	27	23	12	10	04	01	01	01
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
5	--	--	--	--	--	--	--	--	--
6	11	20	23	24	09	06	03	01	01
7	11	26	21	19	14	04	02	02	*0
8	10	23	21	18	14	08	03	02	01
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
5	--	--	--	--	--	--	--	--	--
6	24	29	34	09	04	01	01	0	0
7	14	31	29	18	07	01	0	0	0
8	13	34	28	15	05	03	01	0	0
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

283

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MADISON JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1470	62.4	22.6	15.0	27.9	86.1	2	69	25	31.8	5.7	62.5	37.5	8.8	120	874	85
1973-74	1251	58.6	22.7	18.7	20.8	89.0	4	57	35	26.3	8.8	64.9	35.4	8.3	101	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			369	399*	277	436*	103	122*
READING MEDIAN			18.0	5.7*	14.0	6.2*	26.0	7.6*
MATH COMPUTATION MEDIAN			20.0	6.5*	20.0	6.8*	30.0	8.0*
MATH CONCEPTS MEDIAN [2]		NA	16.0	NA	16.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+0.0	-0.3	+2.6		+1.8	+0.6	-0.9		-1.7	-4.4	NA
PUPILS TESTED [4]		309	243	83		309	241	82		307	242	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	16	19	22	19	13	08	02	02	01
8	19	23	20	19	11	06	01	*0	0
9	05	21	22	18	18	11	02	02	02
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	11	25	18	17	15	06	03	03	02
8	10	17	24	22	13	09	03	02	01
9	03	15	23	28	17	09	02	02	02
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	12	22	28	20	12	03	02	01	0
8	16	25	26	21	09	03	0	01	0
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

285

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PANN JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1140	41.1	18.6	40.3	16.0	88.0	3	59	20	32.2	1.6	66.2	44.2	9.4	104	902	17
1973-74	1153	43.3	13.7	43.0	13.9	87.0	3	54	27	29.6	1.9	68.5	47.5	10.3	99	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	[illegible]		7		8		[illegible]	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			362	391*	338	412*	206	182*
READING MEDIAN			26.0	6.9*	28.0	7.4*	42.0	[illegible].3*
MATH COMPUTATION MEDIAN			26.0	6.8*	26.0	7.2*	42.0	9.2*
MATH CONCEPTS MEDIAN [2]		NA	22.0	NA	20.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

286

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	[illegible]	6	7	8	9
DIFFERENCE		-0.9	-0.1	-2.9		-1.1	+0.6	-0.2		-2.9	-1.5	NA
PUPILS TESTED [4]		304	285	165		305	285	165		305	285	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	07	15	23	18	17	13	04	02	01
8	10	15	18	19	15	11	06	04	02
9	05	11	17	14	19	15	11	02	06
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	08	23	15	20	15	09	04	03	04
8	07	17	16	20	15	07	09	06	03
9	03	09	15	23	21	11	08	06	04
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	06	22	30	17	12	06	04	02	01
8	09	19	22	16	14	05	08	04	03
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI EDISON MIDDLE

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1316	67.5	24.6	7.9	39.1	91.4	4	67	18	32.8	2.9	64.3	36.9	7.0	138	790	61
1973-74	1416	78.5	11.0	10.5	36.1	86.2	4	59	31	33.9	1.7	64.4	33.3	6.4	107	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	5		6		7		8	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	126		200	340*	329	328*	262	333*
READING MEDIAN	3.9		4.5	4.4*	20.0	5.9*	20.0	6.4*
MATH COMPUTATION MEDIAN	4.5		5.1	5.6*	18.0	6.5*	23.0	7.5*
MATH CONCEPTS MEDIAN [2]	4.0	NA	4.2	NA	18.0	NA	14.0	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	5	6	7	8	5	6	7	8	5	6	7	8
DIFFERENCE	+0.0	+0.0	+1.1	+0.6	-0.3	-0.2	+1.0	+2.8	-0.6	-0.4	+1.8	+2.8
PUPILS TESTED [4]	103	167	264	203	103	167	264	204	103	167	264	203

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
5	12	19	32	17	15	02	03	0	0
6	13	24	25	21	11	04	01	*0	*0
7	07	15	32	27	14	04	01	01	0
8	10	22	26	24	10	05	01	01	01
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
5	06	21	31	24	12	01	03	01	01
6	11	20	25	17	12	08	05	01	01
7	06	24	22	16	13	07	04	03	03
8	11	20	21	13	08	08	06	03	05
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
5	21	31	25	15	05	01	01	01	0
6	19	32	21	12	08	05	*0	02	*0
7	05	36	18	20	10	05	02	02	02
8	16	23	24	12	07	06	07	04	01
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

289

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI SPRINGS JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1607	50.3	25.4	24.4	29.6	85.6	4	75	25	26.6	8.0	65.4	29.1	8.2	104	812	32
1973-74	1116	59.[illegible]	23.[illegible]	16.6	33.2	86.8	4	53	36	28.3	1.9	69.8	35.5	9.3	77	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					654	484	453	245
READING MEDIAN					20.0	23.0	28.0	14.0
MATH COMPUTATION MEDIAN					23.0	26.0	32.0	18.0
MATH CONCEPTS MEDIAN [2]		NA		NA	18.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE			-1.3	+0.4			-2.4	+1.7			-3.9	NA
PUPILS TESTED [4]			458	317			456	316			456	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
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3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	14	17	26	20	12	06	02	02	01
9	13	16	23	21	16	09	05	02	02
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	16	18	17	21	14	08	03	02	01
9	01	15	23	26	21	07	06	02	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	16	20	24	20	10	06	02	01	*0
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: WESTVIEW JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1136	36.6	25.2	38.2	27.6	85.9	4	64	22	28.1	6.2	65.7	46.8	10.4	91	942	39
1973-74	1317	35.6	24.2	40.2	28.3	83.6	4	59	31	27.1	3.4	69.5	46.9	10.0	89	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			299	267	257	352	299	285
READING MEDIAN			23.0	24.0	23.0	28.0	20.0	30.0
MATH COMPUTATION MEDIAN			32.0	20.0	32.0	26.0	30.0	32.0
MATH CONCEPTS MEDIAN [2]		NA	18.0	NA	30.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-2.3	-3.9	-0.8		+0.6	+6.2	+3.9		-2.8	+3.8	NA
PUPILS TESTED [4]		249	205	244		249	205	242		247	206	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR WESTVIEW JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	12	15	21	22	14	11	03	02	*0
8	11	18	20	20	16	11	03	01	01
9	13	16	24	18	11	04	06	02	01
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	05	17	17	23	17	11	05	03	01
8	05	14	17	23	20	10	05	03	02
9	*0	15	22	25	18	07	07	02	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	11	26	17	19	15	07	04	*0	01
8	10	16	19	21	14	11	04	03	01
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

293

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI CENTRAL SR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	3386	58.6	14.0	27.4	24.5	86.8	7	153	68	22.8	2.6	74.6	32.6	6.7	132	970	33
1973-74	3033	51.6	13.2	35.2	26.7	90.0	6	144	61	18.0	2.8	79.2	36.0	6.7	119	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	495	413*	488	669*	548	539*	354	419*
READING MEDIAN	12.0	6.4*	18.0	7.2*	16.0	8.5*	20.0	10.4*
MATHEMATICS MEDIAN	16.0	6.8*	24.0	4.8*	20.0	6.0*	24.0	7.8*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE	-2.1	-2.5	-1.7	-2.3	-4.1	-2.1	-1.8	-1.8
PUPILS TESTED[3]	399	383	448	339	388	381	446	308

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

291

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	20	26	24	17	07	03	02	01	0
10	08	20	29	14	13	08	05	01	01
11	10	24	24	16	11	06	03	01	01
12	09	22	21	20	14	09	03	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	04	32	26	20	11	04	02	*0	01
10	02	19	24	26	15	06	05	03	*0
11	09	16	31	21	13	05	03	*0	01
12	09	18	22	20	17	07	06	01	*0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

295

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI EDISON SR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL	
1974-75	2043	64.5	15.3	20.2	22.2	87.3	4	103	35	21.3	4.8	73.9	42.3	8.4	97	928	49	
1973-74	1889	64.3	13.4	22.6	22.3	86.6	5	103	37	16.5	5.8	77.7	37.9	8.3	93	NA	NA	

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	409	350	454	469	397	406	293	343
READING MEDIAN	16.0	14.0	18.0	22.0	23.0	20.0	28.0	26.0
MATHEMATICS MEDIAN	24.0	16.0	23.0	22.0	24.0	28.0	32.0	34.0
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE	+1.7	+1.2	-0.3	-0.4	-2.1	-1.9	-0.2	-1.0
PUPILS TESTED[3]	288	370	346	264	288	370	346	264

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR MIAMI EDISON SR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	15	24	24	21	09	05	02	01	*0
10	08	19	28	16	11	10	04	02	02
11	08	14	22	23	12	07	05	02	02
12	07	14	19	24	14	07	06	07	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	03	24	25	26	13	05	03	*0	01
10	02	23	24	23	15	05	04	03	01
11	06	15	29	22	13	05	05	03	02
12	01	17	21	21	15	09	10	03	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI NORTHWESTERN SR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	MA DEGREE OR HIGHER	AVG. YEARS FLA TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL	
1974-75	2168	100.0	0.0	0.0	12.5	95.7	6	124	39	37.9	4.0	58.1	39.5	8.9	102	1146	68	
1973-74	1793	100.0	0.0	0.0	23.0	86.1	5	112	54	34.0	8.0	58.0	39.5	8.6	83	NA	NA	

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	398	192*	563	492*	374	432*	283	335*
READING MEDIAN	16.0	6.2*	16.0	6.4*	14.0	7.7*	16.0	8.2*
MATHEMATICS MEDIAN	16.0	6.8*	18.0	3.3*	20.0	4.8*	18.0	5.4*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE	-1.3	-1.0	+0.2	+0.1	-2.2	-1.3	-0.3	+0.0
PUPILS TESTED[3]	347	469	329	252	343	467	329	262

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	11	27	28	19	10	04	01	*0	*0
10	07	28	29	21	10	04	01	*0	*0
11	07	32	35	14	09	02	01	0	0
12	11	24	29	20	10	04	01	*0	*0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	07	20	36	21	10	04	01	01	*0
10	05	25	32	20	10	03	02	01	02
11	03	22	36	24	08	05	01	0	0
12	04	26	26	19	17	06	01	*0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI SPRINGS SR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2839	19.2	49.0	29.9	24.1	89.9	3	131	53	14.5	8.3	77.2	44.1	10.0	107	984	14
1973-74	3166	19.9	42.8	37.3	27.3	89.1	6	143	74	12.6	9.1	78.3	44.9	8.9	123	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED		333	990	875	652	765	435	502
READING MEDIAN		42.0	30.0	32.0	32.0	28.0	38.0	36.0
MATHEMATICS MEDIAN		34.0	32.0	32.0	36.0	36.0	46.0	44.0
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		-1.7	-0.8	+0.1		-0.6	-0.2	+0.7
PUPILS TESTED[3]		732	529	395		732	529	394

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

300

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	05	14	20	21	16	11	06	03	03
11	05	14	22	16	22	14	04	03	01
12	05	09	18	20	17	15	08	06	02
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	02	09	24	24	22	10	05	02	02
11	02	07	17	28	21	14	06	01	03
12	*0	08	15	22	17	17	09	05	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

301

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SOUTH CENTRAL AREA 4

Elementary Schools		Junior High Schools	Senior High Schools
ALLAPATTAH	KENSINGTON PARK	ALLAPATTAH	CORAL GABLES
AUBURNDALE	KEY BISCAYNE	BROWNSVILLE	MIAMI JACKSON
BETHUNE	KINLOCH PARK	CARVER, G. W.	MIAMI SENIOR
BUENA VISTA	MELROSE	CITRUS GROVE	
CARVER, G. W.	MERRICK	KINLOCH PARK	
CITRUS GROVE	MIRAMAR	LEE, ROBERT E.	
COCONUT GROVE	PHARR, KELSEY L.	MERRITT, ADA	
COMSTOCK	RIVERSIDE	PONCE DE LEON	
CORAL GABLES	SANTA CLARA	SHENANDOAH	
CORAL WAY	SHENANDOAH	WASHINGTON, B. T.	
DADE	SILVER BLUFF		
DOUGLAS	SOUTHSIDE		
DUNBAR	SUNSET		
EARLINGTON HGTS.	TUCKER, F. S.		
FLAGLER, H. M.	WEST DUNBAR		
FLORAL HGTS.	WEST LABORATORY		
HIGHLAND PARK	WHEATLEY, PHYLLIS		

SCHOOL YEAR — 1974-75

SCHOOL: ALLAPATTAH EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	849	84.1	15.4	0.5	13.8	93.5	2	45	24	42.2	13.3	44.5	17.3	7.7	96	810	118
1973-74	871	83.0	16.4	0.6	12.5	93.3	2	35	34	34.3	2.9	62.8	14.6	7.6	76	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					207	208*	176	241*	235	263*		
READING MEDIAN					2.7	3.0*	2.9	3.1*	4.4	6.5*		
MATH COMPUTATION MEDIAN					3.2	3.3*	3.7	3.5*	5.0	6.8*		
MATH CONCEPTS MEDIAN [2]		NA		NA	2.7	NA	3.2	NA	4.5	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE		-0.1	-0.3	+0.2			-0.6	-0.4	+0.4			-0.5	-0.3	+0.5	
PUPILS TESTED [4]		167	149	194			164	149	194			165	149	194	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR ALLAPATTAH EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	09	18	28	22	17	04	*0	*0	01
4	17	24	28	17	07	03	01	0	0
5	11	13	24	20	12	11	05	01	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	09	12	35	19	23	0	*0	0	0
4	12	31	22	24	07	01	01	01	0
5	07	20	16	22	10	10	13	01	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	07	27	24	28	09	0	0	*0	0
4	10	38	20	17	08	03	03	01	0
5	15	13	23	19	11	08	06	03	01
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

304

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: AUBURNDALE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1223	2.6	88.4	9.0	14.4	92.2	2	63	22	14.2	15.8	70.0	44.6	7.1	91	909	1
1973-74	1172	2.4	89.2	8.4	17.9	92.4	2	51	26	21.6	11.7	66.7	39.0	6.2	87	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	100	98	99	99	108	124	130	143	148	152	145	134
READING MEDIAN	1.8	1.6	2.9	2.5	3.4	3.3	3.6	3.6	4.8	4.8	5.6	5.6
MATH COMPUTATION MEDIAN	2.7	2.6	3.5	3.8	3.9	3.9	4.8	5.1	5.7	5.2	6.4	6.4
MATH CONCEPTS MEDIAN [2]	3.0	NA	3.4	NA	3.7	NA	4.5	NA	5.2	NA	6.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.4	-0.1	+0.0	+0.0	+0.1	+0.4	-0.2	-0.2	-0.2	+0.1	+0.4	-0.3	-0.2	-0.2	+0.6
PUPILS TESTED [4]	76	82	114	118	114	76	85	114	118	114	76	85	114	118	114

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR AUBURNDALE EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	05	12	15	24	14	15	04	05
2	03	08	12	14	24	16	10	05	07
3	05	08	19	19	26	14	07	01	01
4	06	05	11	21	13	10	0	0	0
5	08	10	25	21	21	09	03	01	03
6	06	15	25	22	16	07	04	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	0	04	10	14	17	23	10	19
2	01	0	04	12	22	13	15	07	23
3	0	06	10	16	31	25	06	03	0
4	0	08	18	22	23	12	14	0	01
5	03	13	17	14	16	12	17	05	03
6	01	08	20	18	25	13	06	05	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	0	01	07	10	20	21	19	21
2	0	01	04	11	21	27	15	12	08
3	04	0	07	25	26	17	09	06	05
4	0	08	18	21	24	17	06	04	0
5	08	13	16	20	16	12	04	04	06
6	07	06	11	21	19	11	10	05	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

306

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: BETHUNE EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	505	67.8	23.7	9.5	30.6	92.5	2	29	19	31.0	13.7	55.3	35.4	11.0	86	1046	78
1973-74	559	72.0	19.4	8.6	18.7	91.5	1	23	23	34.8	8.7	56.5	24.0	10.3	65	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	98	125*	90	153*	135	149*						
READING MEDIAN	1.4	1.6*	2.0	2.8*	2.8	2.9*						
MATH COMPUTATION MEDIAN	1.7	1.9*	3.2	4.0*	3.9	3.6*						
MATH CONCEPTS MEDIAN [2]	1.8	NA	2.5	NA	3.4	NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	-0.3				+0.6	-0.3				+0.0	-0.3			
PUPILS TESTED [4]	74	121				73	123				74	123			

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	07	44	20	13	09	04	0	0
2	0	23	33	18	09	03	03	01	01
3	04	20	32	23	11	07	0	01	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	15	15	19	18	14	13	03	0
2	01	12	11	14	15	13	14	12	10
3	0	05	19	16	26	22	05	04	01
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	07	17	20	23	16	09	05	03
2	0	09	18	26	28	12	04	01	0
3	01	14	16	23	19	15	08	04	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

308

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: BUENA VISTA EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	399	30.9	67.6	1.5	26.5	91.9	1	23	15	21.7	43.4	34.9	33.3	11.0	99	986	202
1973-74	423	37.8	59.8	2.4	23.5	91.9	1	19	10	26.3	42.1	31.6	27.3	10.7	65	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	60	126*	60	110*	101	106*						
READING MEDIAN	1.3	1.7*	1.6	2.1*	2.5	2.7*						
MATH COMPUTATION MEDIAN	1.7	2.1*	2.2	2.9*	3.5	4.1*						
MATH CONCEPTS MEDIAN [2]	1.8	NA	2.2	NA	3.6	NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.5	-0.2				-0.5	-0.4				-0.5	-0.1			
PUPILS TESTED [4]	52	81				53	79				53	79			

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR BUENA VISTA EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	14	22	35	16	02	04	0	0	01
2	14	34	26	20	05	0	0	0	0
3	10	25	27	21	07	07	0	0	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	26	13	13	16	04	12	03	07
2	12	21	22	17	11	08	08	01	0
3	0	08	21	30	27	10	01	01	01
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	17	10	15	11	15	15	06	05	06
2	09	18	21	26	13	07	04	01	0
3	03	11	14	29	17	08	11	05	01
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

310

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: CARVER EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	333	42.7	11.3	46.0	17.2	93.4	1	21	11	23.3	4.7	71.5	36.3	11.2	60	1180	46
1973-74	402	47.3	12.6	39.6	16.6	93.4	1	22	11	27.3	0.0	72.7	34.8	10.6	66	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	127	122*	112	151*								
READING MEDIAN	1.8	1.7*	3.0	2.7*								
MATH COMPUTATION MEDIAN	2.0	1.9*	2.9	2.7*								
MATH CONCEPTS MEDIAN [2]	1.9	NA	2.9	NA		NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.3					+0.2					+0.3				
PUPILS TESTED [4]	73					73					73				

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1974-75 SCHOOL YEAR CARVER EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	10	09	17	17	12	13	06	08
2	03	13	18	11	13	13	15	03	12
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	11	17	15	19	11	13	04	07
2	03	04	15	17	17	13	17	06	0
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	07	18	14	18	17	08	09	04
2	04	15	12	12	17	14	11	07	09
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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SCHOOL YEAR — 1974-75

SCHOOL: CIRTUS GROVE EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1221	0.4	96.1	3.5	15.7	93.6	3	59	20	23.7	22.0	54.3	27.1	7.8	130	750	1
1973-74	1305	0.2	95.1	4.7	19.4	94.0	2	54	33	24.1	22.2	53.7	30.5	8.2	138	NA	NA

313

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	17	13	116	137	153	173	181	202	221	209	199	235
READING MEDIAN	1.7	1.9	1.8	2.1	2.8	3.2	3.6	3.6	5.0	4.5	5.7	5.6
MATH COMPUTATION MEDIAN	1.8	2.2	2.7	3.1	3.9	4.5	4.6	5.6	6.4	6.6	7.2	8.3
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.4	NA	4.2	NA	4.5	NA	5.6	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.3	+0.0	-0.1	+0.0	-0.2	-0.5	+0.0	-0.3	-0.3	-0.4	-0.6	+0.1	+0.0	-0.3	-0.2
PUPILS TESTED [4]	19	104	149	180	164	19	101	150	179	164	19	100	149	179	164

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	25	31	22	12	04	01	0	01
2	26	24	23	12	05	0	04	0	0
3	09	24	23	19	15	06	0	0	0
4	17	17	16	19	14	11	01	0	*0
5	09	13	22	17	17	14	04	0	0
6	08	10	21	24	23	04	04	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	15	22	22	26	05	04	01	0
2	03	16	15	26	22	12	04	0	01
3	03	05	16	20	26	17	06	05	0
4	0	10	18	27	17	13	06	04	03
5	01	04	09	16	26	20	15	06	0
6	0	04	11	20	17	22	11	04	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	11	11	20	36	12	06	04	01	0
2	05	18	18	21	14	13	06	04	01
3	03	10	09	19	24	15	09	08	0
4	0	17	11	20	26	11	07	04	0
5	05	07	17	22	24	17	04	04	01
6	04	06	16	19	19	16	08	05	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: COCONUT GROVE EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	411	54.2	2.8	43.0	17.7	93.6	1	26	15	19.2	7.6	73.2	24.0	6.8	81	1020	94
1973-74	376	50.1	3.6	40.3	31.7	93.4	1	19	15	26.3	5.3	68.4	4.3	6.8	80	NA	NA

315

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	41	30*	53	38*	41	41*	51	36*	59	67*	70	41*
READING MEDIAN	1.4	1.7*	2.4	2.7*	2.9	3.2*	3.8	4.2*	4.9	4.4*	5.0	4.7*
MATH COMPUTATION MEDIAN	1.6	2.2*	2.7	3.0*	3.3	3.3*	3.9	4.6*	5.5	4.1*	5.7	5.8*
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.2	NA	2.7	NA	3.7	NA	5.0	NA	5.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	-0.1	+0.2	+0.0	+0.2	+0.0	-0.1	-0.2	+0.1	+0.5	-0.4	-0.8	-0.1	-0.2	+0.3
PUPILS TESTED [4]	34	30	42	41	60	34	30	42	41	56	34	30	42	41	56

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR

COCONUT GROVE EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	12	29	17	17	10	0	0	05
2	09	14	21	13	11	09	04	13	07
3	07	29	13	16	09	09	09	04	04
4	05	15	25	20	04	07	10	05	03
5	13	07	23	20	15	11	07	03	0
6	06	26	20	15	14	11	08	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	17	22	20	10	15	0	07	07
2	0	16	13	25	18	07	14	05	0
3	0	16	20	24	16	18	0	0	0
4	12	20	22	20	10	07	07	0	0
5	0	11	23	23	16	15	05	05	0
6	0	18	20	23	15	14	0	05	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	15	07	17	17	17	20	07	0	0
2	18	18	16	16	05	14	09	04	0
3	11	22	20	24	13	0	0	0	04
4	07	20	20	20	14	08	08	0	0
5	16	13	18	18	11	13	08	0	0
6	12	23	11	14	17	11	06	03	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

316

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: COMSTOCK EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1165	33.0	62.3	4.7	22.1	91.3	2	55	40	27.2	20.0	52.8	30.1	9.0	111	812	117
1973-74	1272	30.7	64.5	4.8	21.3	91.1	2	55	41	30.9	14.6	54.5	31.7	8.2	126	NA	NA

317

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	189	141*	246	290*	322	341*						
READING MEDIAN	1.3	1.6*	2.0	2.2*	2.3	2.7*						
MATH COMPUTATION MEDIAN	1.5	1.7*	2.3	2.7*	3.2	3.3*						
MATH CONCEPTS MEDIAN [2]	1.5	NA	2.2	NA	3.1	NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	-0.2				-0.2	-0.2				-0.2	-0.1			
PUPILS TESTED [4]	122	243				122	238				122	239			

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR COMSTOCK EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	19	18	20	12	26	07	04	00	0
2	15	25	19	18	14	07	01	01	01
3	17	32	19	12	12	06	0	01	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	12	23	19	15	19	09	03	01	01
2	07	21	25	22	17	07	04	01	01
3	08	23	19	25	15	05	0	03	01
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	13	24	20	20	08	08	01	0
2	10	27	20	18	14	09	01	01	0
3	08	16	25	18	19	08	01	01	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

318

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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SCHOOL YEAR — 1974-75

SCHOOL: CORAL GABLES EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	462	15.6	13.9	70.5	14.3	94.6	1	31	13	19.3	6.4	74.3	42.8	11.5	86	966	59
1973-74	454	22.7	13.5	63.8	16.7	94.1	1	23	17	13.0	4.4	82.6	40.7	11.9	62	NA	NA

319

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					88	80*	77	108*	114	114*	123	92*
READING MEDIAN					4.5	4.4*	5.6	5.6*	6.7	6.9*	9.3	8.9*
MATH COMPUTATION MEDIAN					4.6	4.5*	6.0	5.8*	7.8	7.2*	3.8	9.0*
MATH CONCEPTS MEDIAN [2]		NA		NA	5.8	NA	5.8	NA	8.4	NA	8.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE		+0.7	+0.3	+0.1	−0.1		+0.7	+0.4	+0.8	−0.1		+1.2	+0.3	+1.0	−0.1
PUPILS TESTED [4]		54	61	93	96		53	61	93	95		53	61	93	95

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	01	03	08	08	21	16	07	10	24
4	0	06	10	04	23	22	12	14	06
5	0	03	06	14	15	13	12	10	16
6	0	06	09	10	19	11	16	13	16
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	01	0	13	09	12	24	08	09	21
4	0	05	08	12	16	25	16	10	09
5	0	04	06	10	12	12	19	11	25
6	01	0	04	14	15	16	13	11	25
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	0	03	03	13	10	09	17	07	36
4	0	05	08	12	10	19	13	22	10
5	01	06	03	10	06	13	22	11	28
6	01	05	07	08	10	17	13	13	26
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

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SCHOOL YEAR — 1974-75

SCHOOL: CORAL WAY EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1258	0.4	87.3	12.3	12.8	92.2	2	56	20	19.6	51.7	28.7	10.0	5.7	96	796	1
1973-74	1301	0.8	84.3	14.9	12.0	94.6	2	54	38	18.5	57.4	24.1	12.9	5.6	121	NA	NA

321

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	56	52*	72	143*	145	168*	176	32*	194	206*	185	135*
READING MEDIAN	1.8	1.7*	2.7	2.1*	3.3	2.9*	3.8	2.9*	5.4	4.7*	6.0	6.5*
MATH COMPUTATION MEDIAN	1.8	1.9*	3.4	3.1*	4.6	5.1*	6.0	4.3*	6.9	6.3*	8.3	8.3*
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.7	NA	4.2	NA	4.9	NA	6.2	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.3	+0.3	+0.3	+0.1	+0.2	+0.4	+0.6	+0.2	+0.1	+0.7	-0.1	+0.2	-0.1	-0.1	+0.6
PUPILS TESTED [4]	37	111	144	159	158	39	112	143	159	154	39	112	143	159	154

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	01	14	26	22	15	05	04	04
2	09	12	18	23	18	09	07	04	0
3	04	11	23	20	16	14	07	03	0
4	08	12	22	27	19	07	04	01	0
5	04	07	17	21	20	17	07	03	03
6	0	11	21	19	19	08	07	10	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	12	19	22	16	13	10	03	0
2	0	06	12	12	16	25	14	07	05
3	0	01	10	09	20	20	15	15	10
4	0	01	06	10	18	22	17	17	09
5	01	0	03	13	18	18	24	10	11
6	01	03	09	09	14	19	17	13	15
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	05	20	19	14	24	10	0	01
2	11	18	15	20	16	10	07	0	0
3	0	06	13	21	21	13	14	07	05
4	01	07	09	17	29	17	15	05	0
5	0	03	08	20	21	24	09	11	04
6	01	04	07	17	23	15	15	06	12
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

322

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: DADE EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	496	53.7	38.0	8.3	17.7	89.9	1	26	10	30.7	15.3	54.0	26.9	7.9	95	949	5
1973-74	493	52.8	35.3	11.9	15.4	93.0	1	19	17	21.0	15.8	63.2	21.7	6.5	85	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED							115	124	116	141	140	124
READING MEDIAN							2.7	3.0	3.9	3.7	5.0	4.9
MATH COMPUTATION MEDIAN							3.7	3.7	4.6	5.1	5.9	5.4
MATH CONCEPTS MEDIAN [2]		NA		NA		NA	3.0	NA	4.0	NA	5.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			-0.4	-0.2	+0.4			-0.5	-0.2	-0.1			-0.4	-0.3	+0.1
PUPILS TESTED [4]			102	95	115			99	95	115			100	95	115

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	16	31	29	11	10	0	0	0	0
5	20	19	27	13	14	03	03	0	0
6	14	16	24	18	04	0	12	04	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	17	19	29	23	05	05	01	0	0
5	13	16	28	16	16	07	0	0	01
6	03	11	23	19	22	11	07	03	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	12	25	33	13	09	04	03	0	0
5	26	20	26	12	07	05	04	0	0
6	10	16	14	16	18	16	06	0	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

324

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: DOUGLAS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	904	74.3	24.9	0.8	24.5	90.4	2	45	28	40.0	26.7	33.3	21.5	9.3	104	822	140
1973-74	969	73.1	25.6	1.3	30.2	90.8	2	48	35	37.5	27.1	35.4	30.8	9.0	99	NA	NA

325

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	211	234*	223	253*	228	229*						
READING MEDIAN	1.4	1.9*	1.6	2.1*	2.1	2.8*						
MATH COMPUTATION MEDIAN	1.4	2.2*	2.2	2.5*	3.3	3.6*						
MATH CONCEPTS MEDIAN [2]	1.4	NA	1.9	NA	2.4	NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.6	-0.3				-0.4	+0.0				-0.7	-0.5			
PUPILS TESTED [4]	178	192				176	187				176	189			

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	12	26	29	16	08	0	0	*0
2	16	34	20	12	11	04	01	01	0
3	16	44	22	11	04	01	01	0	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	24	23	18	17	03	05	0	0
2	09	19	25	18	13	04	06	03	*0
3	06	18	19	24	13	10	06	01	03
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	20	23	24	15	11	01	*0	*0
2	23	31	20	12	09	04	*0	0	0
3	14	30	23	20	08	03	*0	*0	*0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: DUNBAR EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1055	68.3	30.6	1.1	16.8	88.7	2	54	30	31.4	16.6	52.0	32.7	8.2	99	865	200
1973-74	915	67.6	31.2	1.2	14.9	92.1	2	46	34	39.1	17.4	43.5	34.0	9.2	87	NA	NA

327

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED							214	235*	218	223*	228	233*
READING MEDIAN							2.5	2.9*	3.5	4.4*	4.8	4.4*
MATH COMPUTATION MEDIAN							3.9	4.0*	4.5	5.3*	5.6	5.8*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA	3.2	NA	3.7	NA	4.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			-0.4	-0.4	-0.3			-0.5	-0.4	-0.3			-0.6	-0.6	-0.7
PUPILS TESTED [4]			163	201	203			163	201	203			163	201	203

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	23	32	23	17	04	01	*0	0	0
5	16	33	26	16	05	03	01	*0	0
6	12	24	24	24	12	04	0	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	13	16	22	26	18	06	*0	*0	0
5	07	24	20	32	11	03	03	*0	01
6	09	16	20	26	12	11	04	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	16	26	25	19	11	03	0	0	0
5	20	20	33	18	07	01	01	0	0
6	17	27	31	18	05	01	*0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

328

* 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: EARLINGTON HTS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	714	100.0	0.0	0.0	14.9	93.1	1	40	20	37.5	5.0	57.5	21.4	7.9	95	781	194
1973-74	796	99.9	0.1	0.0	15.2	92.7	1	34	34	32.3	11.8	55.9	27.5	7.5	101	NA	NA

329

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	105	115	99	109	98	107	92	108	90	105	96	104
READING MEDIAN	1.3	1.4	1.6	2.0	2.3	3.0	3.3	2.7	3.9	3.9	4.4	4.9
MATH COMPUTATION MEDIAN	1.0	1.7	2.3	2.9	3.0	3.3	4.1	3.8	4.3	4.1	4.6	5.0
MATH CONCEPTS MEDIAN [2]	1.2	NA	2.1	NA	2.4	NA	3.2	NA	3.7	NA	4.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.4	-0.1	-0.1	+0.0	-0.1	-0.2	-0.2	-0.3	-0.6	-0.4	-0.2	-0.6	-0.4	-0.5	-0.2
PUPILS TESTED [4]	95	84	86	87	89	95	82	84	87	88	95	83	85	87	88

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	23	22	31	12	04	01	0	0
2	12	41	31	11	05	01	0	0	0
3	11	34	24	17	09	04	0	0	0
4	0	23	37	13	16	04	03	01	0
5	18	09	35	21	12	04	0	0	0
6	04	34	32	21	06	03	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	16	25	24	22	08	03	0	0	01
2	0	27	19	19	16	08	06	03	01
3	03	26	21	31	14	04	01	0	0
4	10	16	21	36	14	01	0	0	0
5	10	23	41	15	07	03	0	0	0
6	09	30	35	15	07	03	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	17	26	27	13	08	0	0	0
2	18	22	20	10	14	14	03	0	0
3	08	34	33	19	05	0	01	0	0
4	09	29	32	16	10	04	01	0	0
5	25	33	23	10	07	01	0	0	0
6	12	38	28	16	05	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

330

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: FLAGLER EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	859	1.5	87.1	11.4	15.9	94.2	1	41	17	14.6	19.5	65.9	24.3	8.0	114	767	1
1973-74	777	2.1	85.0	12.9	16.5	95.5	1	30	28	20.0	20.0	60.0	23.5	8.4	116	NA	NA

331

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	89	26*	66	90*	118	101*	101	158*	154	99*	121	116*
READING MEDIAN	1.7	1.9*	2.3	2.4*	3.3	2.8*	3.6	3.8*	5.2	5.5*	6.2	6.1*
MATH COMPUTATION MEDIAN	2.2	2.1*	2.9	3.0*	3.8	3.3*	4.3	4.2*	5.6	5.8*	6.6	6.5*
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.8	NA	3.4	NA	4.2	NA	5.4	NA	5.9	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.2	-0.2	+0.0	+0.1	-0.2	-0.3	-0.3	-0.1	-0.1	-0.1	-0.6	+0.0	+0.1	+0.0
PUPILS TESTED [4]	28	97	79	125	106	28	97	79	125	106	28	97	79	124	106

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	12	11	17	17	11	12	06	09
2	09	22	19	09	16	12	05	04	03
3	0	10	22	27	19	17	03	01	0
4	11	19	18	25	16	06	04	01	0
5	01	12	20	22	20	15	06	04	01
6	03	08	18	24	28	14	04	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	10	13	20	08	16	03	22
2	01	08	15	11	36	22	05	0	01
3	0	07	13	26	27	22	0	01	0
4	04	10	22	33	22	07	03	0	0
5	0	06	15	27	26	12	09	04	01
6	01	0	11	23	33	18	10	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	03	15	12	21	13	06	04	24
2	03	12	07	23	24	15	14	01	01
3	04	07	25	28	19	08	06	03	0
4	03	18	13	24	23	08	07	04	01
5	04	09	16	34	18	10	07	01	01
6	01	09	10	34	25	12	06	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: FLORAL HEIGHTS EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	752	100.0	0.0	0.0	14.6	90.6	1	35	20	51.4	8.6	40.0	16.6	7.7	118	701	189
1973-74	714	100.0	0.0	0.0	16.0	93.7	1	32	27	43.7	6.3	50.0	14.3	7.5	97	NA	NA

333

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	96	101*	102	111*	89	97*	96	82*	83	46*	85	100*
READING MEDIAN	1.7	1.7*	1.8	2.2*	2.8	2.8*	2.7	2.9*	4.2	3.1*	4.4	5.6*
MATH COMPUTATION MEDIAN	2.2	1.9*	2.3	2.7*	3.9	3.7*	3.9	4.1*	5.2	4.7*	5.6	6.8*
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.1	NA	3.1	NA	4.0	NA	4.5	NA	4.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.3	+0.0	-0.1	+0.2	-0.7	-0.4	+0.4	-0.2	+0.3	+0.0	-0.4	+0.0	+0.1	+0.2	-0.2
PUPILS TESTED [4]	93	85	93	74	79	91	85	93	74	79	92	85	93	74	79

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	14	29	23	16	03	0	03
2	07	35	39	12	07	0	0	0	0
3	07	23	25	26	13	03	0	0	0
4	07	40	22	24	04	03	0	0	0
5	11	16	25	29	08	05	05	01	0
6	19	18	31	16	15	01	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	05	11	19	20	24	07	05
2	03	15	26	23	16	10	04	0	01
3	0	10	24	09	25	14	13	0	0
4	03	21	23	23	16	06	04	03	01
5	04	11	14	26	19	16	06	0	0
6	09	13	18	25	13	12	06	04	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	0	09	17	19	25	13	07	04
2	01	28	22	28	10	07	03	01	0
3	03	14	30	32	11	08	0	0	0
4	03	22	15	28	23	06	0	01	0
5	08	09	25	34	14	07	01	01	0
6	09	35	20	20	08	06	01	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

334

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: HIGHLAND PARK EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	260	52.3	46.2	1.5	26.0	91.9	1	23	8	34.7	13.0	52.3	23.5	6.4	69	1112	225
1973-74	271	48.6	50.3	1.1	26.6	91.8	1	12	14	33.3	8.3	58.4	21.4	7.4	62	NA	NA

335

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED							212	228*				
READING MEDIAN							2.7	3.0*				
MATH COMPUTATION MEDIAN							3.5	4.0*				
MATH CONCEPTS MEDIAN [2]		NA		NA		NA	3.0	NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			-0.2					-0.9					-0.7		
PUPILS TESTED [4]			174					172					173		

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	23	25	25	13	10	0	01	01	*0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	28	21	21	14	12	03	01	0	0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	25	26	24	10	11	0	01	01	*0
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

336

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: KENSINGTON PARK EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1187	0.7	89.1	10.2	12.2	94.5	2	57	21	21.0	22.8	56.2	29.3	9.2	105	828	1
1973-74	1285	0.9	89.0	10.1	18.1	94.9	2	51	39	21.6	15.7	62.7	28.1	10.1	102	NA	NA

337

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	82	107*	137	121*	143	152*	157	203*	209	217*	231	231*
READING MEDIAN	1.8	1.7*	2.2	2.8*	3.1	3.1*	3.8	3.6*	4.9	4.9*	5.7	5.9*
MATH COMPUTATION MEDIAN	2.4	1.9*	3.4	3.4*	3.8	4.1*	5.0	5.1*	5.7	6.0*	6.7	6.9*
MATH CONCEPTS MEDIAN [2]	3.0	NA	3.1	NA	3.6	NA	4.2	NA	5.6	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.3	-0.2	+0.0	+0.0	-0.1	+0.2	-0.1	+0.0	+0.2	+0.0	+0.1	-0.2	-0.1	+0.0	+0.0
PUPILS TESTED [4]	92	110	136	182	205	93	109	135	180	204	93	109	135	180	204

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	17	21	14	10	12	11	07	04
2	07	16	22	28	16	06	03	01	0
3	04	22	19	18	19	11	04	01	0
4	06	14	24	25	21	06	03	0	01
5	06	13	19	24	19	12	04	0	*0
6	05	10	23	25	18	13	03	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	04	10	08	21	23	12	11	11
2	03	09	10	14	10	14	15	13	11
3	0	11	10	21	16	15	14	07	05
4	03	10	09	21	27	15	06	05	0
5	01	06	18	17	23	12	14	04	07
6	0	0	10	25	24	18	11	06	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	03	0	07	09	21	25	24	09
2	03	07	11	14	18	24	14	06	0
3	03	07	20	18	18	16	10	05	03
4	03	09	17	24	22	19	0	0	0
5	08	11	12	18	18	15	09	05	04
6	01	06	12	22	21	22	05	05	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

338

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: KEY BISCAYNE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	458	1.1	17.3	81.6	14.4	94.3	1	26	9	19.2	11.5	69.3	39.2	9.6	83	1007	2
1973-74	484	0.6	14.6	84.8	15.6	94.9	1	21	16	23.8	9.5	66.7	37.5	7.5	72	NA	NA

339

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	45	53*	51	66*	62	70*	66	84*	75	75*	74	76*
READING MEDIAN	1.9	2.2*	3.8	3.4*	4.4	4.7*	5.2	5.7*	6.8	6.8*	7.9	8.1*
MATH COMPUTATION MEDIAN	2.6	2.9*	3.5	3.0*	4.5	4.2*	5.7	6.0*	6.9	6.8*	8.5	7.6*
MATH CONCEPTS MEDIAN [2]	2.7	NA	3.7	NA	5.4	NA	5.6	NA	7.5	NA	7.9	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.2	-0.3	-0.3	-0.1	-0.2	+0.2	+0.1	-0.7	+0.4	-0.2	+0.6	+0.3	-0.4	+0.4
PUPILS TESTED [4]	40	50	58	65	63	40	50	58	64	63	40	50	58	64	63

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	07	09	31	13	13	09	13
2	0	0	08	11	09	21	21	13	15
3	0	05	04	22	19	26	10	05	10
4	01	06	11	18	20	18	07	08	10
5	0	0	10	11	18	20	17	06	13
6	0	0	09	10	25	17	21	12	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	20	16	04	29	07	22
2	0	0	06	09	17	26	17	13	09
3	01	01	14	16	19	27	05	08	07
4	0	0	08	20	20	17	17	14	04
5	04	04	07	13	13	14	25	10	10
6	01	01	01	09	16	26	17	14	14
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	07	09	11	18	20	22	11
2	0	08	09	06	13	15	21	04	25
3	01	01	05	12	11	19	19	16	14
4	01	01	08	08	17	28	15	13	07
5	01	01	10	14	14	19	18	12	10
6	01	0	03	16	21	12	19	13	16
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

340

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: KINLOCH PARK EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	929	2.2	82.6	15.2	18.4	92.1	2	38	9	23.6	21.3	55.4	21.0	7.1	121	759	1
1973-74	796	1.3	83.4	15.3	13.0	94.4	1	28	22	25.0	10.7	64.3	22.9	7.9	114	NA	NA

341

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	78	82*	95	95*	102	102*	92	118*	129	132*	153	151*
READING MEDIAN	1.5	1.7*	3.0	3.0*	3.2	3.5*	3.9	3.6*	4.9	5.0*	5.8	5.9*
MATH COMPUTATION MEDIAN	1.8	1.8*	3.8	4.0*	3.7	4.2*	5.5	5.7*	6.0	6.3*	7.5	7.4*
MATH CONCEPTS MEDIAN [2]	1.9	NA	2.8	NA	3.5	NA	5.2	NA	5.4	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.6	−0.3	−0.5	+0.0	−0.1	+0.6	−0.7	+0.4	−0.4	+0.1	+0.0	−0.7	+0.2	−0.6	+0.1
PUPILS TESTED [4]	69	85	70	104	130	69	81	70	104	130	69	84	70	104	130

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	15	14	22	21	04	11	01	04
2	03	04	07	17	21	19	08	11	09
3	03	19	22	23	14	12	0	03	03
4	09	17	19	20	18	14	0	01	0
5	06	10	27	21	18	09	05	01	0
6	06	12	18	25	21	13	04	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	11	15	16	14	21	04	06	09
2	01	06	07	08	03	14	19	17	25
3	0	14	14	22	21	21	04	01	01
4	01	05	14	15	22	19	13	08	03
5	01	08	15	16	21	14	14	05	05
6	01	0	05	21	24	23	14	07	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	05	10	24	24	21	10	06	0
2	04	05	17	15	28	14	11	06	0
3	01	14	21	19	20	11	08	04	03
4	03	06	12	21	19	25	06	09	0
5	04	14	21	15	18	11	05	05	05
6	01	07	07	20	16	27	11	06	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

342

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MELROSE EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	564	47.9	41.4	10.7	25.0	89.8	1	29	21	24.1	17.2	58.7	28.5	9.2	84	940	176
1973-74	634	46.5	42.8	10.7	17.5	92.0	1	27	26	22.2	14.8	63.0	25.0	7.7	71	NA	NA

343

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED							141	163*	149	177*	144	201*
READING MEDIAN							2.7	3.4*	3.7	4.1*	4.8	4.9*
MATH COMPUTATION MEDIAN							3.9	4.0*	4.6	5.3*	5.4	5.8*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA	3.2	NA	4.0	NA	5.0	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			-0.3	-0.4	-0.4			-0.4	+0.0	-0.4			-0.6	-0.2	-0.5
PUPILS TESTED [4]			119	131	127			119	131	125			119	129	125

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	21	25	21	17	09	06	01	0	0
5	15	22	28	17	15	0	01	01	0
6	12	23	27	18	13	0	04	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	06	18	25	30	11	05	04	01	0
5	03	13	27	27	14	07	05	04	0
6	05	13	30	23	13	07	04	03	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	10	35	18	14	11	08	04	01	0
5	16	18	23	22	13	03	05	01	0
6	14	21	23	22	09	06	04	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

341

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SCHOOL YEAR — 1974-75

SCHOOL: MERRICK EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	396	24.7	54.8	20.5	25.9	92.5	2	28	12	17.8	17.8	64.4	20.6	8.1	86	1224	27
1973-74	417	25.1	54.1	20.8	19.9	93.4	2	22	13	27.3	9.1	63.6	30.8	8.9	84	NA	NA

345

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					48	62	49	77	72	83	74	86
READING MEDIAN					2.8	3.2	4.5	3.8	5.4	5.6	6.4	6.9
MATH COMPUTATION MEDIAN					3.3	4.6	5.6	5.2	5.7	7.5	8.5	8.3
MATH CONCEPTS MEDIAN [2]		NA		NA	3.2	NA	5.8	NA	5.2	NA	7.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE		-0.1	+0.2	+0.4	+0.3		-0.3	+0.1	-0.2	+0.4		+0.2	+0.6	-0.2	+0.4
PUPILS TESTED [4]		23	39	52	65		23	40	52	66		23	40	52	66

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	C8	22	31	14	14	06	06	0	0
4	06	16	11	19	13	21	08	C3	0
5	09	09	17	14	21	13	10	C5	0
6	C7	12	10	26	12	17	08	C3	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	0	20	14	45	20	0	0	0	0
4	03	10	13	18	C8	21	16	0	10
5	10	13	09	15	21	06	14	C9	04
6	0	C3	09	11	24	19	17	C9	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	C	16	22	18	14	20	08	0	0
4	0	08	16	13	16	10	21	05	11
5	11	13	15	17	13	14	10	04	04
6	C	07	10	19	12	25	09	08	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

346

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIRAMAR EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	384	63.0	27.7	9.3	34.8	91.4	1	24	9	33.3	29.1	37.6	29.1	6.5	117	973	144
1973-74	408	62.8	33.5	3.7	22.9	91.0	1	25	9	28.0	44.0	28.0	23.8	6.6	90	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	46	87	51	95	52	106						
READING MEDIAN	1.4	1.2	1.6	1.8	2.3	2.7						
MATH COMPUTATION MEDIAN	2.1	1.9	2.0	2.5	4.5	4.1						
MATH CONCEPTS MEDIAN [2]	2.2	NA	2.0	NA	5.6	NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.3	+0.0				-0.6	+0.8				-0.7	+1.7			
PUPILS TESTED [4]	35	42				35	42				35	42			

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	08	17	43	22	08	0	0	01	0
2	18	47	11	12	07	0	0	01	0
3	17	42	22	08	07	03	01	0	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	10	12	17	23	19	07	01	06
2	15	23	24	18	11	08	01	0	0
3	07	12	12	16	09	10	12	11	12
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	06	09	24	13	22	20	0	0
2	22	31	27	13	07	0	0	0	0
3	03	14	20	08	08	01	08	0	37
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PHARR EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1127	44.5	52.6	2.9	14.6	90.4	2	46	22	32.6	21.7	45.7	23.9	7.0	115	707	125
1973-74	997	43.0	52.6	4.4	16.7	92.2	2	39	26	28.2	18.0	53.8	28.9	8.2	108	NA	NA

349

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED							267	263*	264	247*	250	307*
READING MEDIAN							3.1	2.9*	3.6	3.8*	4.2	4.7*
MATH COMPUTATION MEDIAN							3.7	4.0*	4.3	4.7*	5.1	5.6*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA	3.0	NA	4.0	NA	5.0	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			-0.2	-0.2	-0.3			-0.4	-0.4	-0.6			-0.5	-0.4	-0.4
PUPILS TESTED [4]			230	218	211			229	216	211			229	216	211

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	21	26	21	17	10	04	0	*0	0
5	23	20	29	16	10	0	01	0	0
6	18	27	28	16	08	03	01	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	18	23	22	18	10	03	03	0	01
5	14	24	25	16	13	04	03	0	*0
6	07	23	28	22	11	08	*0	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	21	25	24	12	12	0	0	01	*0
5	25	26	21	14	10	0	0	0	0
6	17	27	18	19	10	05	0	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

350

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: RIVERSIDE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	757	30.4	68.8	0.8	15.6	90.2	2	42	22	33.3	26.1	40.6	31.7	8.4	125	794	167
1973-74	903	33.1	65.5	1.4	27.8	91.1	2	42	31	28.6	26.2	45.2	22.2	7.8	127	NA	NA

351

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED									257	305*	295	367*
READING MEDIAN									3.7	4.3*	5.0	4.8*
MATH COMPUTATION MEDIAN									5.0	5.3*	6.0	6.0*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA		NA	4.2	NA	5.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE				-0.3	-0.3				-0.3	-0.3				-0.1	-0.4
PUPILS TESTED [4]				191	238				184	237				184	236

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	23	21	22	19	10	05	01	0	0
6	11	20	25	20	16	05	0	01	*0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	07	18	18	24	15	11	06	0	01
6	03	11	19	21	17	17	07	03	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	12	11	28	25	12	07	04	0	*0
6	11	15	25	26	14	05	03	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SANTA CLARA EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	483	64.3	33.8	1.9	21.1	93.0	1	23	18	34.7	17.3	48.0	24.0	8.2	99	818	131
1973-74	534	65.7	33.7	0.6	20.7	92.7	1	26	19	34.6	15.4	50.0	26.9	8.3	76	NA	NA

353

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	155	173	173	205								
READING MEDIAN	1.6	1.4	2.3	2.1								
MATH COMPUTATION MEDIAN	1.8	1.5	3.0	2.9								
MATH CONCEPTS MEDIAN [2]	1.8	NA	2.9	NA		NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2					+0.3					+0.2				
PUPILS TESTED [4]	135					133					132				

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C1	C6	19	27	2C	15	10	0	C1
2	C3	11	28	21	22	10	03	01	01
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	11	19	17	26	16	05	04	0
2	0	07	12	18	24	16	14	C5	0
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	05	14	23	26	17	08	03	0
2	C	07	12	16	28	27	05	0	0
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

354

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SHENANDOAH EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1181	0.7	97.0	2.3	15.7	94.2	2	54	20	22.2	46.2	31.6	13.2	6.4	150	[illegible]3	2
1973-74	1239	0.3	96.6	3.1	17.2	94.4	2	48	35	22.9	39.6	37.5	21.1	7.4	157	NA	NA

355

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	12	46	71	120	131	149	155	175	187	199	241	202
READING MEDIAN	1.6	1.8	2.6	2.2	3.1	2.8	2.9	3.5	5.4	4.8	6.0	5.7
MATH COMPUTATION MEDIAN	2.2	2.4	3.1	2.9	3.9	4.3	4.6	4.3	6.7	6.5	7.2	7.5
MATH CONCEPTS MEDIAN [2]	2.4	NA	2.7	NA	3.6	NA	3.7	NA	6.2	NA	6.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.3	-0.2	-0.4	+0.7	+0.0	-0.1	+0.1	-0.1	+0.8	-0.3	-0.2	-0.1	-0.5	+0.8	-0.4
PUPILS TESTED [4]	42	94	121	158	194	42	93	122	156	192	42	93	122	156	192

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C6	04	23	36	18	07	01	C3	01
2	23	15	09	17	17	12	03	0	01
3	C7	21	22	22	20	C5	0	C1	01
4	19	30	21	17	07	05	01	0	0
5	18	11	13	14	12	11	06	C6	C5
6	C8	11	16	23	26	07	07	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	07	09	15	36	22	09	C1	0
2	0	03	08	23	26	27	09	01	0
3	0	12	21	14	22	15	06	C5	03
4	05	08	18	26	18	11	07	C6	0
5	01	06	08	18	18	18	16	07	06
6	01	05	14	16	16	21	14	06	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	0	06	19	25	25	13	05	05
2	03	08	10	24	24	20	11	0	01
3	0	19	18	24	21	08	06	01	01
4	06	26	17	21	18	06	04	01	01
5	13	05	15	17	10	15	13	10	0
6	05	09	20	21	22	13	06	03	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

356

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SILVER BLUFF EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	788	0.6	77.6	21.8	16.7	93.6	1	36	17	16.7	25.0	58.3	25.7	7.5	103	782	118
1973-74	727	0.3	70.3	29.4	15.4	94.1	1	30	23	16.7	16.7	66.6	23.5	8.4	100	NA	NA

357

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	63	54*	82	105*	103	86*	92	98*	93	88*	95	122*
READING MEDIAN	1.7	1.7*	2.5	2.1*	3.1	3.4*	3.8	4.2*	5.3	5.2*	6.3	6.2*
MATH COMPUTATION MEDIAN	2.0	1.9*	3.1	2.8*	3.7	3.9*	5.1	5.3*	5.9	5.8*	7.8	6.8*
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.7	NA	3.5	NA	4.5	NA	5.6	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.2	+0.2	+0.2	+0.5	+0.1	+0.0	+0.6	-0.5	+0.9	-0.2	-0.4	+0.2	-0.6	+0.5
PUPILS TESTED [4]	46	84	70	80	75	45	82	70	80	75	45	82	70	80	75

1. In 1973-74 one half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	05	13	30	22	13	10	03	05
2	04	15	17	21	23	07	05	07	01
3	07	20	17	17	18	16	0	03	0
4	0	14	24	23	17	05	08	07	0
5	0	07	21	18	27	14	07	01	03
6	01	09	17	25	19	13	03	04	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	11	24	25	21	06	06	03
2	04	0	12	11	24	19	11	12	06
3	01	09	15	26	22	17	08	01	0
4	01	05	09	24	24	09	11	12	05
5	0	05	15	18	29	17	10	05	01
6	0	0	04	20	22	22	19	06	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	05	17	30	25	19	03	0
2	0	17	13	13	30	11	07	05	0
3	03	12	17	18	32	08	07	01	0
4	01	11	21	16	22	15	0	04	08
5	03	05	16	24	28	16	07	01	0
6	0	11	06	21	22	16	10	07	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

358

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SOUTHSIDE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	421	1.2	94.5	4.3	21.9	93.8	1	21	16	19.0	47.7	33.3	22.7	6.2	139	995	88
1973-74	436	1.5	92.0	6.5	20.6	94.6	1	16	17	25.0	56.2	18.8	20.0	5.6	126	NA	NA

359

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	27	26*	34	49*	55	67*	65	58*	52	38*	63	66*
READING MEDIAN	1.7	1.6*	2.2	1.9*	2.5	2.9*	3.3	3.5*	5.0	5.0*	5.7	5.7*
MATH COMPUTATION MEDIAN	1.7	2.1*	2.8	2.9*	4.3	4.2*	5.2	5.8*	6.6	6.8*	7.5	7.2*
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.3	NA	3.2	NA	4.2	NA	6.2	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.0	+0.0	+0.4	+0.1	−0.3	+0.2	+0.6	+0.3	+0.1	−0.3	−0.5	+0.0	+0.4	−0.1
PUPILS TESTED [4]	16	40	52	40	34	16	41	52	40	34	16	41	52	40	34

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	13	10	27	29	06	06	0	0
2	11	26	15	20	11	13	04	0	0
3	07	22	31	24	10	01	0	01	01
4	15	27	16	22	11	05	0	0	0
5	09	18	15	21	21	11	03	0	0
6	04	07	22	37	19	10	0	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	10	21	21	29	13	0	0	0
2	07	07	17	22	24	17	0	0	0
3	03	04	07	10	28	31	12	01	01
4	04	01	10	20	22	15	11	09	07
5	0	0	06	17	18	24	20	08	05
6	01	04	04	10	30	27	18	04	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	27	21	17	23	04	0	0
2	09	17	20	20	09	17	09	0	0
3	0	04	21	51	18	04	01	0	0
4	01	17	17	25	16	14	05	04	0
5	05	0	17	23	24	15	11	0	03
6	04	05	11	23	26	21	08	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SUNSET EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	423	27.9	6.1	66.0	11.4	95.3	1	24	13	20.8	4.2	75.0	45.8	13.5	42	1083	75
1973-74	468	30.4	7.3	62.3	18.9	94.8	1	20	19	20.0	5.0	75.0	32.1	12.0	47	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					82	75*	67	100*	103	58*	110	110*
READING MEDIAN					5.1	3.6*	5.2	4.7*	5.8	7.6*	8.1	8.7*
MATH COMPUTATION MEDIAN					5.9	4.9*	6.3	5.3*	6.2	6.0*	8.0	7.0*
MATH CONCEPTS MEDIAN [2]		NA		NA	5.8	NA	6.0	NA	6.2	NA	7.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE		+0.9	+0.2	−0.3	−0.5		+1.4	+0.8	−0.4	+0.4		+1.4	+0.7	−0.3	+0.3
PUPILS TESTED [4]		55	58	83	91		55	58	83	88		54	53	83	88

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR SUNSET EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	01	07	08	13	06	17	14	18	15
4	01	10	10	18	12	21	07	12	09
5	07	06	14	12	21	21	08	05	05
6	0	03	10	20	14	12	16	13	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	01	04	07	10	08	06	06	15	43
4	0	06	06	10	10	13	12	12	31
5	04	09	11	17	21	13	15	05	05
6	0	07	07	13	12	23	18	07	12
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	01	10	12	08	0	05	13	21	27
4	01	06	12	04	16	03	18	16	24
5	05	08	08	14	21	23	12	05	04
6	0	07	08	17	15	10	19	09	13
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

362

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: TUCKER EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	478	80.4	17.0	2.6	21.9	92.3	1	24	12	37.5	8.3	54.2	20.0	9.5	80	886	35
1973-74	484	80.3	15.6	4.1	14.3	93.1	1	18	10	38.9	5.5	55.6	10.0	9.1	58	NA	NA

363

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	103	122*	97	120*	129	105*						
READING MEDIAN	1.3	1.5*	1.8	2.2*	2.5	2.7*						
MATH COMPUTATION MEDIAN	1.6	1.6*	2.7	3.4*	3.3	3.4*						
MATH CONCEPTS MEDIAN [2]	1.2	NA	2.0	NA	3.1	NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	-0.2				+0.1	-0.3				-0.3	-0.4			
PUPILS TESTED [4]	84	107				87	106				87	106			

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	10	24	25	19	08	07	03	0	0
2	10	34	17	13	13	06	07	01	0
3	10	26	25	16	15	05	01	01	01
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	08	21	14	17	14	10	12	0	01
2	01	24	20	10	17	16	08	0	03
3	0	11	31	18	21	12	03	01	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	09	19	25	25	10	06	06	0	0
2	13	31	18	18	17	04	0	0	0
3	03	13	32	23	18	06	0	0	01
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: WEST DUNBAR EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	706	73.0	24.8	2.2	19.8	92.3	1	41	16	31.7	39.0	29.3	22.5	7.6	91	809	164
1973-74	721	71.1	26.7	2.2	24.1	90.8	1	32	23	28.1	37.5	34.4	20.0	8.2	84	NA	NA

365

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	159	160	177	184	193	185						
READING MEDIAN	1.3	1.4	1.6	1.8	2.2	2.4						
MATH COMPUTATION MEDIAN	1.0	1.6	2.1	2.4	2.9	3.3						
MATH CONCEPTS MEDIAN [2]	1.0	NA	2.0	NA	2.4	NA		NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.4	-0.1				-0.3	-0.5				-0.4	-0.1			
PUPILS TESTED [4]	133	162				133	164				133	164			

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	08	21	24	17	12	09	07	0	01
2	18	30	27	13	07	04	01	0	0
3	15	37	19	15	07	04	0	01	01
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	14	34	19	12	09	06	0	01	0
2	13	21	23	12	13	11	04	01	01
3	08	26	23	26	12	05	01	0	0
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	09	24	31	15	11	06	0	01	01
2	16	30	18	19	12	04	01	0	0
3	14	26	27	12	05	06	03	03	05
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

366

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: W LABORATORY EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	418	22.2	4.7	73.1	4.1	95.4	1	22	7	22.7	18.1	59.2	36.3	7.6	109	970	2
1973-74	385	21.1	1.0	77.9	3.2	95.1	1	16	11	18.7	12.5	68.8	29.4	7.7	98	NA	NA

367

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	50	48	48	50	53	48	47	54	60	49	48	62
READING MEDIAN	2.9	3.5	4.0	4.2	5.7	5.1	5.7	6.6	7.6	6.7	9.8	9.8
MATH COMPUTATION MEDIAN	2.9	3.0	3.7	3.2	5.6	5.1	5.7	5.2	6.0	6.2	8.0	8.8
MATH CONCEPTS MEDIAN [2]	3.0	NA	4.2	NA	7.5	NA	5.8	NA	6.5	NA	9.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.5	+0.3	-0.3	+0.6	+0.0	+1.4	-0.4	-0.2	+0.6	+0.5	+1.8	+0.1	+0.4	+1.4
PUPILS TESTED [4]	39	50	45	54	46	39	50	45	54	46	39	50	45	54	46

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	07	11	07	07	20	24	20
2	0	0	07	13	18	13	09	18	20
3	0	07	03	05	08	22	15	20	19
4	0	11	11	11	20	07	11	09	20
5	03	06	09	04	09	25	19	12	12
6	0	05	09	09	12	17	16	17	14
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	06	06	13	13	11	11	37
2	0	0	04	15	16	16	35	09	05
3	0	05	07	07	05	08	17	14	37
4	04	07	16	11	13	20	16	11	0
5	03	10	10	18	19	12	15	03	09
6	0	07	05	16	22	24	16	03	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	07	15	13	11	17	07	26
2	0	0	09	07	07	09	25	20	22
3	0	0	08	05	05	10	05	08	58
4	0	05	13	07	15	18	15	15	11
5	06	06	04	13	21	16	15	09	09
6	0	09	03	12	17	17	10	12	19
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

368

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: WHEATLEY EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	721	57.1	40.5	2.4	19.7	92.0	2	42	23	43.4	9.6	50.0	34.8	7.3	105	800	261
1973-74	819	61.0	36.7	2.3	17.5	91.6	2	38	26	34.2	7.9	57.9	34.1	7.0	81	NA	NA

369

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED							146	103*	208	212*	191	228*
READING MEDIAN							3.1	3.0*	3.6	4.1*	4.4	4.4*
MATH COMPUTATION MEDIAN							4.3	4.1*	4.5	5.1*	5.1	5.8*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA	3.2	NA	4.0	NA	4.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE			-0.2	+0.1	-0.1			-0.4	-0.1	-0.5			-0.9	-0.3	-0.5
PUPILS TESTED [4]			129	171	159			128	169	159			129	169	159

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	14	26	31	16	10	0	01	01	0
5	12	22	31	22	11	01	01	0	0
6	14	23	29	24	09	01	0	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	11	19	17	25	14	08	04	01	01
5	08	19	34	17	12	07	0	01	*0
6	10	19	32	18	13	06	01	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	15	27	30	13	11	03	01	0	0
5	15	30	21	17	13	03	01	*0	0
6	13	34	28	13	08	04	01	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: ALLAPATTAH JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1474	58.9	37.0	4.1	23.3	90.2	5	80	25	40.0	7.5	52.5	30.3	6.8	126	879	55
1973-74	1469	63.5	32.7	3.8	21.0	89.6	5	76	33	34.2	6.6	59.2	26.5	6.2	133	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	256	33*	545	664*	386	349*		
READING MEDIAN	4.2	4.4*	20.0	6.4*	18.0	6.9*		
MATH COMPUTATION MEDIAN	4.6	5.3*	23.0	6.5*	30.0	8.0*		
MATH CONCEPTS MEDIAN [2]	4.2	NA	--	NA	--	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

NOTE: Due to errors in test administration, students in grades 7 and 8 were not tested in Math Concepts.

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE	-0.7	+2.2	-0.4		-0.9	+3.2	+3.4		-0.6	--	--	NA
PUPILS TESTED [4]	221	465	345		221	463	346		221	--	--	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
5	--	--	--	--	--	--	--	--	--
6	16	26	29	16	07	03	01	01	0
7	13	20	22	19	11	08	04	03	01
8	13	23	22	13	07	07	05	04	05
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
5	--	--	--	--	--	--	--	--	--
6	14	29	30	14	07	04	01	01	*0
7	07	21	18	19	17	07	05	02	03
8	08	16	18	20	15	11	05	04	04
9	--	--	--	--	--	--	--	--	-
10	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
5	--	--	--	--	--	--	--	--	--
6	24	31	20	10	05	06	03	*0	0
7									
8									
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

NOTE: Due to errors in test administration, students in grades 7 and 8 were not tested in Math Concepts.

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: BROWNSVILLE JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1003	49.2	32.8	18.0	23.9	88.8	4	57	25	43.8	10.5	45.7	30.6	7.2	97	894	111
1973-74	1186	60.5	21.7	17.8	23.9	87.7	3	58	27	39.7	6.9	53.4	27.1	5.7	108	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			731	929*				
READING MEDIAN			26.0	5.9*				
MATH COMPUTATION MEDIAN			23.0	6.3*				
MATH CONCEPTS MEDIAN [2]		NA	18.0	NA		NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+1.2				-4.2				-3.6		NA
PUPILS TESTED [4]		641				649				647		NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	06	15	22	23	17	09	05	03	01
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	06	23	23	24	17	06	04	02	02
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	06	28	20	24	12	06	02	01	01
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

374

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CARVER JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	517	33.5	22.2	44.3	14.9	92.3	2	35	13	31.4	11.4	57.2	34.2	6.5	68	1175	86
1973-74	598	36.7	16.6	46.7	13.8	91.0	2	36	34	30.6	11.1	58.3	39.5	5.9	81	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			477	552*				
READING MEDIAN			36.0	7.4*				
MATH COMPUTATION MEDIAN			38.0	7.0*				
MATH CONCEPTS MEDIAN [2]		NA	38.0	NA		NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-1.9				+2.9				+4.0		NA
PUPILS TESTED [4]		393				392				393		NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

375

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	06	12	16	17	22	14	08	04	03
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	04	13	14	21	18	12	06	05	07
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	05	13	20	16	15	08	11	06	06
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CITRUS GROVE JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1203	30.7	64.1	5.2	30.3	90.6	5	69	24	21.7	23.1	55.2	31.0	6.6	156	869	57
1973-74	1227	34.4	59.0	6.6	18.1	91.2	5	63	24	15.9	23.8	60.3	31.4	6.2	145	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					807	831		
READING MEDIAN					23.0	22.0		
MATH COMPUTATION MEDIAN					26.0	26.0		
MATH CONCEPTS MEDIAN [2]		NA		NA	23.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE			-0.6				-0.8				+0.9	NA
PUPILS TESTED [4]			667				667				667	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

377

1974-75 SCHOOL YEAR CITRUS GROVE JR

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	10	20	21	21	15	07	03	02	01
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	09	16	20	20	16	10	04	04	01
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	11	18	22	18	16	07	04	02	01
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

378

* 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: KINLOCH PARK JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2067	0.4	86.0	13.6	17.2	93.3	5	90	23	20.0	21.1	58.9	31.5	8.7	165	751	3
1973-74	1849	1.4	82.1	16.5	13.9	93.7	5	77	33	20.8	18.2	61.0	31.0	8.9	135	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			617	528	592	525	568	570
READING MEDIAN			34.0	32.0	34.0	36.0	38.0	40.0
MATH COMPUTATION MEDIAN			34.0	42.0	38.0	44.0	42.0	42.0
MATH CONCEPTS MEDIAN [2]		NA	32.0	NA	36.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-0.6	-1.7	+0.9		-0.8	-2.9	-0.2		+1.5	+0.3	NA
PUPILS TESTED [4]		518	465	445		518	465	445		518	465	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	03	13	18	23	23	12	06	01	01
8	05	11	19	22	21	13	06	01	02
9	03	03	17	28	21	13	07	03	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	04	14	1*	25	22	12	04	04	01
8	05	08	15	2*	21	14	05	06	02
9	01	06	15	27	25	14	04	05	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	04	12	21	20	19	12	07	04	02
8	02	09	18	24	25	09	04	06	03
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

380

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: LEE JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1091	60.0	36.9	3.1	45.9	85.6	3	52	20	34.6	5.7	59.7	45.2	7.1	91	918	77
1973-74	1073	62.1	33.9	4.0	34.1	89.3	4	51	29	27.5	7.8	64.7	42.6	6.9	89	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					179	246*	431	521*
READING MEDIAN					12.0	5.9*	14.0	6.4*
MATH COMPUTATION MEDIAN					14.0	6.5*	20.0	7.2*
MATH CONCEPTS MEDIAN [2]		NA		NA	12.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE			-5.8	-2.8			-6.5	-0.4			-6.2	NA
PUPILS TESTED [4]			143	350			143	349			143	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	22	24	25	14	09	03	02	01	01
9	17	24	28	18	08	02	02	01	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	15	24	24	19	10	04	02	01	01
9	03	26	26	17	14	07	04	01	01
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	26	22	30	12	04	04	02	0	0
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

382

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SCHOOL YEAR — 1974-75

SCHOOL: MERRITT JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1330	31.2	64.8	4.0	18.5	91.4	4	66	21	34.8	33.3	31.9	26.4	8.0	175	804	32
1973-74	1192	34.0	61.3	4.7	15.4	92.7	4	57	24	29.8	36.9	33.3	25.4	7.6	165	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			1078	981				
READING MEDIAN			20.0	16.0				
MATH COMPUTATION MEDIAN			20.0	23.0				
MATH CONCEPTS MEDIAN [2]		NA	16.0	NA		NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+0.7				-3.7				-5.1		NA
PUPILS TESTED [4]		928				926				926		NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

383

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	11	18	23	20	17	07	03	01	*0
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	10	21	19	24	15	05	02	02	01
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	10	23	28	20	11	04	03	01	01
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

384

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PONCE DE LEON JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1396	27.7	17.3	55.0	17.0	91.3	4	70	20	20.0	8.5	71.5	40.0	10.6	103	905	2
1973-74	1413	27.5	16.8	55.7	16.4	89.4	4	65	27	21.5	6.2	72.3	37.0	10.1	92	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED					601	613*	631	564*
READING MEDIAN					46.0	8.8*	52.0	10.0*
MATH COMPUTATION MEDIAN					46.0	8.0*	50.0	9.4*
MATH CONCEPTS MEDIAN [2]		NA		NA	40.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE			-0.3	+3.0			+4.9	+2.0			+2.5	NA
PUPILS TESTED [4]			459	480			455	481			458	NA

385

1. In 1973-74 one half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR PONCE DE LEON JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	05	11	16	17	17	16	08	07	04
9	07	08	11	15	18	16	12	08	05
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	07	10	14	17	16	17	08	09	05
9	01	09	12	15	23	17	11	04	08
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	07	13	17	15	15	17	09	05	03
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

386

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is, in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SHENANDOAH JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1977	0.3	88.9	10.8	17.9	90.8	5	76	31	17.1	25.0	57.9	36.7	10.5	118	812	1
1973-74	1756	0.3	85.7	14.0	19.0	91.5	4	66	48	19.7	24.2	56.1	35.2	10.1	110	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			482	384	413	474	467	473
READING MEDIAN			26.0	32.0	40.0	40.0	38.0	40.0
MATH COMPUTATION MEDIAN			42.0	46.0	44.0	50.0	50.0	38.0
MATH CONCEPTS MEDIAN [2]		NA	32.0	NA	36.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-2.4	+0.8	-1.0		+0.0	+2.5	+2.0		-6.1	+0.4	NA
PUPILS TESTED [4]		395	328	393		395	328	392		394	328	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

387

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	01	13	22	23	22	11	03	03	01
8	04	13	15	21	20	14	08	03	03
9	04	10	17	22	20	15	09	02	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	06	09	13	21	24	14	07	03	02
8	02	07	14	20	19	18	08	07	04
9	01	04	15	22	20	17	11	06	04
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	08	15	19	21	21	10	04	01	01
8	05	09	19	23	18	12	08	04	03
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

388

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SCHOOL YEAR — 1974-75

SCHOOL: WASHINGTON JR

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL	
1974-75	861	39.8	57.4	2.8	36.5	86.4	4	57	23	40.3	15.7	44.0	39.2	7.2	54	1065	73	
1973-74	941	35.7	57.4	6.9	22.3	87.9	4	55	30	34.5	16.4	49.1	37.1	7.2	59	NA	NA	

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED							581	643*
READING MEDIAN							16.0	6.9*
MATH COMPUTATION MEDIAN							22.0	7.0*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE				-1.8				-1.3				NA
PUPILS TESTED [4]				433				427				NA

1. In 1973-74 one half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

389

1974-75 SCHOOL YEAR WASHINGTON JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	16	22	26	18	09	06	02	01	*0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	03	23	27	21	13	07	04	01	01
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

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By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CORAL GABLES SR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL	
1974-75	2694	16.9	25.7	57.4	25.2	87.9	5	125	43	12.8	4.8	82.4	58.7	11.6	102	1033	20	
1973-74	2647	13.6	20.1	61.3	21.3	91.0	5	119	55	10.1	2.5	87.4	54.4	11.5	99	NA	NA	

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			810	718*	707	703*	451	554*
READING MEDIAN			48.0	12.5*	54.0	14.2*	56.0	15.0*
MATHEMATICS MEDIAN			50.0	13.9*	56.0	13.4*	62.0	13.8*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		-0.6	+1.1	+0.0		-1.0	+2.8	+1.2
PUPILS TESTED[3]		606	568	399		605	567	398

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	02	06	17	17	18	17	11	07	05
11	03	07	13	13	18	19	14	06	06
12	04	09	07	15	23	16	14	11	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	07	12	21	20	14	11	11	04
11	02	05	12	15	22	15	15	06	06
12	01	07	09	14	16	17	18	06	11
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI JACKSON SR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2706	34.9	13.9	1.2	21.4	87.1	4	132	46	28.0	5.3	66.7	35.6	7.6	109	924	22
1973-74	2525	34.2	12.7	3.1	35.1	93.9	6	132	52	25.0	3.8	71.2	32.1	7.5	109	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			714	705	608	624	320	413
READING MEDIAN			16.0	18.0	16.0	14.0	16.0	14.0
MATHEMATICS MEDIAN			20.0	22.0	20.0	22.0	20.0	22.0
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		+0.6	-0.3	+0.5		-1.1	+0.2	+0.7
PUPILS TESTED[3]		571	478	281		571	477	281

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

393

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	11	25	30	18	08	05	01	01	*0
11	11	23	31	19	11	04	02	0	*0
12	08	24	30	20	11	05	01	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	11	24	27	21	11	05	01	01	*0
11	10	19	29	20	15	04	02	01	*0
12	07	20	30	18	14	06	03	02	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

394

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI SENIOR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	4642	6.9	93.0	10.1	21.2	91.3	6	219	68	11.4	15.9	72.7	34.2	8.6	152	914	26
1973-74	4538	7.4	79.6	13.0	21.1	91.3	6	214	80	12.6	14.5	72.9	34.8	8.0	144	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			1281	1474*	1227	1354*	1013	1388*
READING MEDIAN			30.0	9.3*	28.0	10.4*	32.0	11.2*
MATHEMATICS MEDIAN			38.0	7.3*	38.0	9.6*	38.0	10.9*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		-0.1	-0.4	+0.5		+1.5	-0.4	+0.1
PUPILS TESTED[3]		913	1025	877		913	1025	874

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	05	14	23	21	17	10	05	02	01
11	04	14	24	23	19	09	05	02	02
12	03	14	21	22	18	11	07	03	02
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	*	--	--	--	--	--	--	--
10	02	10	18	26	20	11	07	05	01
11	03	07	20	23	21	14	08	02	02
12	03	10	20	20	19	13	11	02	02
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SOUTHWEST AREA 5

Elementary Schools		Junior High Schools	Senior High Schools
BANYAN	LUDLAM	GLADES	MIAMI CORAL PARK
BLUE LAKES	MARTIN, F. C.	RICHMOND HGTS.	MIAMI KILLIAN
CORAL PARK	OLYMPIA HGTS.	RIVIERA	SOUTH MIAMI
CORAL TERRACE	ROCKWAY	ROCKWAY	SOUTHWEST MIAMI
CYPRESS	ROYAL GREEN	SOUTH MIAMI	
EMERSON	ROYAL PALM	WEST MIAMI	
EVERGLADES	SEMINOLE		
FAIRCHILD, D.	SNAPPER CREEK		
FAIRLAWN	SOUTH MIAMI		
FLAGAMI	SUNSET PARK		
GREENGLADE	SYLVANIA HGTS.		
KENDALE	TROPICAL		
KENWOOD	VILLAGE GREEN		
LEEWOOD	VINELAND		

SCHOOL YEAR — 1974-75

SCHOOL: BANYAN EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	663	0.0	57.9	42.1	10.8	94.5	1	32	11	21.8	9.3	68.9	29.0	9.1	92	838	2
1973-74	689	0.7	47.4	51.9	13.1	93.6	1	27	18	26.0	0.0	74.0	31.0	10.0	87	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	79	78	68	75	79	81	92	83	83	112	126	123
READING MEDIAN	1.7	1.8	3.2	3.0	3.7	4.1	4.9	5.1	6.3	5.6	6.4	7.6
MATH COMPUTATION MEDIAN	2.1	2.2	3.1	3.0	3.8	4.5	6.5	6.3	6.7	6.6	7.2	8.0
MATH CONCEPTS MEDIAN [2]	2.2	NA	3.4	NA	3.9	NA	5.6	NA	6.5	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.0	+0.0	+0.0	+0.1	-0.1	-0.3	+0.7	+0.0	-0.4	+0.2	+0.1	+0.5	+0.1	+0.0
PUPILS TESTED [4]	58	60	73	75	109	56	59	73	75	109	56	59	73	75	109

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR BANYAN EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	14	08	25	14	06	16	04	11
2	05	04	10	18	20	23	11	05	05
3	03	14	10	18	29	13	07	04	0
4	01	03	17	12	28	19	08	05	06
5	03	07	10	16	25	22	08	05	04
6	04	04	15	29	15	15	12	04	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	07	04	19	19	20	12	05	10
2	04	04	16	18	15	20	18	05	01
3	0	12	22	13	26	18	07	0	0
4	0	0	03	12	12	18	21	19	09
5	03	05	09	09	17	26	11	11	09
6	01	03	08	20	28	17	13	05	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	04	07	18	14	10	23	13	07
2	06	05	13	06	20	20	21	05	05
3	0	07	13	12	30	23	08	03	04
4	0	04	07	14	19	20	10	14	10
5	03	04	14	10	19	24	10	10	06
6	03	03	04	15	23	28	09	09	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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SCHOOL YEAR — 1974-75

SCHOOL: BLUE LAKES EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	M.A. DEGREE OR HIGHER	AVG. YEARS PLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1088	0.7	31.4	67.9	13.3	93.8	2	47	16	21.2	10.6	68.2	32.0	7.5	111	739	0
1973-74	1116	0.6	25.4	74.0	12.4	94.0	2	45	27	22.2	8.9	68.9	34.0	7.8	105	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	96	121*	128	138*	134	135*	127	174*	187	177*	183	210*
READING MEDIAN	1.8	1.6*	2.8	3.1*	4.1	3.9*	4.8	5.0*	6.2	5.6*	6.7	7.4*
MATH COMPUTATION MEDIAN	2.2	2.3*	2.9	3.1*	4.5	4.3*	5.0	4.9*	6.2	5.8*	6.7	7.2*
MATH CONCEPTS MEDIAN [2]	2.4	NA	2.8	NA	5.0	NA	5.2	NA	5.8	NA	7.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.3	+0.0	+0.0	-0.1	+0.1	-0.2	+0.3	-0.4	+0.1	-0.2	-0.3	+0.3	-0.2	+0.1	-0.1
PUPILS TESTED [4]	103	113	109	153	159	104	116	109	153	159	104	116	109	153	159

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR BLUE LAKES EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C8	06	14	15	2C	14	16	C4	05
2	05	16	12	09	19	16	07	06	10
3	03	10	06	13	25	23	10	C6	04
4	G6	06	14	16	29	16	04	C4	05
5	0	06	16	18	17	15	17	05	05
6	04	08	13	17	18	16	13	06	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	08	10	11	17	15	08	06	23
2	01	10	12	18	21	11	10	10	08
3	01	03	08	12	25	18	21	05	07
4	06	11	13	18	22	15	09	04	0
5	0	11	16	15	15	13	16	C6	06
6	0	06	13	19	19	17	11	C6	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	0	08	11	16	18	28	14	03
2	05	13	12	20	12	12	11	11	05
3	01	01	11	08	14	29	16	10	10
4	03	05	10	18	20	19	12	08	05
5	C3	08	11	18	24	13	12	04	07
6	C	07	09	14	20	20	09	08	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

401

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CORAL PARK EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	967	0.2	55.6	44.2	5.2	94.6	2	43	15	20.9	6.9	72.2	26.1	8.3	109	734	1
1973-74	973	0.1	50.7	49.2	9.1	94.2	2	39	18	23.1	2.6	74.3	28.6	7.7	103	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	132	108	114	100	112	134	145	141	152	168	175	184
READING MEDIAN	1.7	1.9	3.3	3.5	4.5	4.5	4.8	4.5	5.7	6.2	7.9	7.1
MATH COMPUTATION MEDIAN	2.1	2.4	3.5	3.4	4.8	5.3	5.1	6.1	7.2	7.2	8.5	8.5
MATH CONCEPTS MEDIAN [2]	2.1	NA	4.0	NA	5.2	NA	5.6	NA	6.5	NA	7.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.4	+0.2	-0.5	-0.1	+0.5	+0.4	+0.4	-0.9	+0.2	+0.1	+0.7	+0.6	+0.1	+0.1	+0.3
PUPILS TESTED [4]	94	94	125	135	156	94	94	124	133	155	94	94	124	133	155

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

402

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C6	07	10	20	25	12	11	C4	05
2	C3	06	09	13	20	12	15	C7	16
3	0	01	08	12	25	23	13	11	08
4	01	08	10	23	23	21	07	C3	0
5	0	05	13	18	31	16	07	C6	03
6	0	01	04	15	24	18	16	13	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	11	16	27	13	20	0	06
2	0	03	08	13	09	25	16	11	14
3	01	01	08	03	18	22	18	18	12
4	0	06	08	23	27	15	09	C8	03
5	01	01	06	13	18	14	16	14	18
6	01	03	04	13	10	23	19	13	15
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	08	11	20	33	12	10	05
2	C3	03	03	09	10	18	16	17	21
3	0	0	05	10	21	16	15	15	16
4	01	0	06	12	19	26	14	11	09
5	01	0	07	15	18	26	13	08	10
6	C	05	04	15	22	16	13	07	18
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

403

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CORAL TERRACE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	766	0.4	66.1	33.5	13.3	94.9	1	32	12	21.8	12.5	65.7	23.5	12.1	129	750	2
1973-74	927	0.5	59.7	39.8	15.3	94.5	1	27	21	22.2	3.7	74.1	21.2	11.5	125	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	35	56	78	105	107	124	109	125	122	130	119	120
READING MEDIAN	2.2	2.2	2.8	2.9	4.3	4.0	5.1	4.5	6.0	5.4	6.9	6.7
MATH COMPUTATION MEDIAN	2.9	3.0	3.9	4.3	4.5	4.7	6.1	6.1	8.3	6.7	8.5	8.8
MATH CONCEPTS MEDIAN [2]	2.4	NA	3.5	NA	5.4	NA	5.4	NA	7.1	NA	7.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.2	+0.1	+0.1	+0.3	+0.7	-0.2	+0.5	+0.4	+0.6	+0.1	+0.3	+0.2	+0.4	+0.6
PUPILS TESTED [4]	37	93	99	98	102	37	89	98	98	104	37	92	98	98	104

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR CORAL TERRACE EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C3	03	13	10	10	18	23	15	05
2	0	09	08	20	26	19	07	C4	05
3	C	04	10	17	18	28	09	C8	07
4	05	05	05	18	29	20	14	03	0
5	0	0	09	19	23	21	11	10	0
6	0	03	08	19	28	16	13	C8	07
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	05	10	03	0	10	31	10	31
2	0	0	04	05	13	21	20	11	27
3	0	0	05	10	30	28	16	C9	03
4	0	04	03	13	17	20	15	14	13
5	01	0	0	06	13	13	27	22	16
6	01	0	03	07	12	23	17	10	19
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	05	05	13	26	05	13	31
2	0	0	05	07	11	40	19	12	05
3	C	01	04	07	19	17	14	20	17
4	0	03	05	13	26	21	18	13	01
5	01	0	05	14	13	19	23	12	12
6	01	0	04	16	16	26	13	10	12
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

405

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CYPRESS EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	749	0.1	23.6	76.3	9.7	95.1	1	35	13	20.0	2.8	77.2	23.0	7.4	104	785	1
1973-74	756	0.4	24.1	75.5	12.1	95.2	1	29	20	24.1	3.6	72.3	25.0	8.0	96	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	70	83*	61	92*	90	93*	74	130*	126	108*	115	118*
READING MEDIAN	1.8	1.7*	3.5	2.7*	4.4	4.7*	5.1	4.7*	5.9	5.6*	6.5	6.2*
MATH COMPUTATION MEDIAN	2.6	2.2*	3.5	3.0*	5.0	5.3*	6.5	5.2*	6.4	5.8*	8.3	7.7*
MATH CONCEPTS MEDIAN [2]	2.4	NA	3.5	NA	6.2	NA	6.8	NA	6.2	NA	7.9	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.3	+0.7	-0.4	+0.1	+0.0	+0.2	+0.6	+0.0	+0.0	+0.7	-0.1	+1.6	+0.0	-0.2	+0.6
PUPILS TESTED [4]	55	77	67	111	98	55	77	67	112	99	55	77	67	112	99

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	09	17	20	18	12	06	0	13
2	0	08	14	12	19	20	12	10	06
3	0	09	05	17	18	19	10	13	06
4	07	05	10	18	30	13	11	05	0
5	01	05	16	21	20	12	16	01	08
6	07	09	10	23	22	12	09	06	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	03	06	13	20	13	16	10	18
2	03	10	07	10	22	12	14	03	17
3	01	0	0	07	08	26	24	16	13
4	01	05	09	09	17	16	20	14	10
5	01	05	11	17	22	14	16	07	08
6	04	03	06	13	17	22	17	09	09
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	03	03	26	23	23	08	09
2	03	05	08	09	22	20	19	12	0
3	0	0	0	0	03	12	17	19	44
4	0	0	06	07	15	17	21	20	11
5	05	04	08	16	22	24	12	07	03
6	05	03	06	13	16	17	12	13	16
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: EMERSON EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	805	0.6	49.2	50.2	15.0	94.7	1	37	14	21.6	13.5	64.9	21.6	10.7	101	769	1
1973-74	798	0.0	47.3	52.7	11.6	94.8	2	33	20	24.2	6.1	69.7	21.2	12.4	92	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	59	88	91	88	98	120	113	113	131	123	129	130
READING MEDIAN	1.6	1.7	3.1	3.1	3.9	4.0	4.2	4.2	5.7	5.8	6.8	7.1
MATH COMPUTATION MEDIAN	2.0	2.2	3.1	3.5	3.8	4.4	5.4	5.6	6.6	7.2	8.0	9.9
MATH CONCEPTS MEDIAN [2]	2.1	NA	3.4	NA	3.6	NA	5.2	NA	6.2	NA	7.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.4	-0.2	-0.1	+0.3	+0.0	+0.1	-0.3	+0.3	+0.0	-0.3	+0.2	-0.7	+0.4	-0.2	-0.4
PUPILS TESTED [4]	74	86	99	108	109	74	85	99	108	109	74	85	99	108	109

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR EMERSON EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C6	C8	18	22	14	18	09	0	03
2	0	05	09	19	23	18	10	10	04
3	01	07	09	17	28	18	09	C9	0
4	C3	08	21	20	21	12	07	C5	0
5	03	05	13	20	25	21	07	06	01
6	0	03	09	25	25	14	12	C9	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	06	17	09	25	23	05	C6	06
2	03	06	11	15	15	12	17	C5	15
3	0	06	14	28	23	17	08	01	03
4	0	0	09	13	30	26	07	C7	04
5	03	03	07	11	23	20	21	C7	05
6	0	0	08	11	26	22	14	C9	09
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	0	06	15	25	32	12	05	03
2	01	06	06	06	19	27	19	10	04
3	01	08	22	17	24	15	07	03	03
4	01	04	11	11	25	21	13	07	06
5	03	07	12	12	27	20	11	04	04
6	01	08	07	10	16	29	11	09	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

409

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: EVERGLADES EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1141	0.3	56.7	43.0	15.5	91.3	2	40	16	22.5	5.0	72.5	24.4	9.6	101	742	0
1973-74	1150	0.4	49.5	50.1	16.1	92.4	2	36	28	22.2	0.0	77.8	28.6	9.4	100	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	95	121	114	119	124	144	148	144	147	152	156	166
READING MEDIAN	1.8	1.8	3.0	2.8	3.9	3.8	4.8	4.5	5.8	5.4	6.7	6.8
MATH COMPUTATION MEDIAN	2.2	2.0	3.1	3.8	4.4	4.6	5.5	6.0	6.9	7.5	9.4	9.4
MATH CONCEPTS MEDIAN [2]	2.1	NA	3.2	NA	4.2	NA	5.8	NA	7.5	NA	9.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.1	+0.0	+0.3	+0.1	+0.2	+0.0	+0.1	+0.1	+0.6	+0.7	-0.1	+0.6	+0.7	+0.8
PUPILS TESTED [4]	101	105	128	126	134	99	105	128	125	134	100	105	128	125	134

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C4	05	16	18	14	06	22	05	09
2	0	12	10	14	16	13	17	09	10
3	0	08	11	16	25	14	12	08	06
4	01	11	14	15	28	16	09	03	03
5	03	07	09	16	27	16	12	05	04
6	01	04	15	19	26	15	10	05	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	06	05	18	19	26	14	05	05
2	0	04	05	16	35	17	06	05	12
3	0	03	06	16	23	19	10	10	*13
4	01	03	07	19	22	22	11	09	07
5	0	01	05	10	14	24	22	10	13
6	0	0	0	03	19	22	22	16	17
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	01	04	18	17	20	23	10	06
2	C1	05	04	12	27	16	11	08	17
3	0	03	10	14	24	16	10	07	15
4	01	0	0	10	18	24	17	19	08
5	C	0	03	05	16	27	17	16	14
6	0	0	0	03	15	21	17	18	24
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

411

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: FAIRCHILD EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	541	10.3	21.5	68.2	11.4	94.8	1	24	10	29.1	0.0	70.9	37.0	11.6	92	801	2
1973-74	583	11.7	21.7	66.6	12.0	94.7	1	21	14	23.8	0.0	76.2	39.1	11.9	87	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	52	70*	66	86*	76	81*	76	79*	72	108*	103	87*
READING MEDIAN	1.7	1.7*	2.8	2.9*	4.2	3.6*	5.2	4.6*	6.3	6.8*	7.4	7.1*
MATH COMPUTATION MEDIAN	2.2	2.3*	3.4	3.0*	4.1	3.4*	5.1	4.9*	6.6	6.3*	7.8	7.6*
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.9	NA	4.2	NA	5.4	NA	6.5	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.2	+0.3	+0.3	-0.1	-0.1	+0.0	+0.2	+0.7	+0.4	-0.6	+0.2	+0.8	+0.6	+0.5
PUPILS TESTED [4]	56	72	67	63	95	56	72	67	63	95	56	72	67	63	95

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

412

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	0	37	10	17	17	06	04
2	03	11	11	19	22	06	15	04	08
3	0	06	16	14	14	21	14	09	05
4	0	10	10	17	18	18	14	09	04
5	01	05	03	16	26	19	16	08	04
6	03	05	11	13	20	16	15	13	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	04	19	19	19	15	08	10
2	0	10	08	07	19	33	10	06	07
3	03	01	16	14	23	25	10	06	01
4	0	05	18	22	15	13	14	09	04
5	0	07	10	07	19	15	16	10	16
6	01	03	15	11	15	17	15	11	14
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	04	04	13	31	23	06	10	06
2	01	07	13	24	24	18	08	03	03
3	0	04	14	13	25	14	06	16	08
4	0	01	12	09	24	18	12	14	10
5	0	03	10	15	18	21	12	10	12
6	01	04	08	20	20	13	11	07	17
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

413

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: FAIRLAWN EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	815	0.0	87.3	12.7	16.1	94.4	2	35	14	22.8	11.4	65.8	20.5	8.3	95	746	3
1973-74	864	0.1	84.9	15.0	16.6	94.2	2	33	24	21.2	12.1	66.7	24.3	8.3	98	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	70	5	86	110	107	119	125	139	131	139	154	145
READING MEDIAN	1.5	1.5	2.2	2.2	3.0	3.3	4.2	3.6	5.4	4.9	6.3	6.0
MATH COMPUTATION MEDIAN	1.9	1.6	2.7	3.1	4.1	4.4	5.5	4.5	6.0	5.9	8.0	7.2
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.9	NA	4.2	NA	4.2	NA	5.6	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	-0.3	+0.4	+0.0	+0.0	+0.0	-0.1	+0.4	-0.1	+0.5	+0.5	+0.0	+0.0	-0.3	+0.2
PUPILS TESTED [4]	11	92	110	121	129	11	91	110	121	129	11	91	110	121	129

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

414

1974-75 SCHOOL YEAR FAIRLAWN EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	12	27	18	18	11	07	01	03
2	12	20	16	18	14	07	07	04	0
3	09	14	26	18	17	08	06	03	0
4	03	12	16	25	19	09	07	07	01
5	05	11	10	23	27	14	06	0	0
6	03	06	21	20	30	07	10	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	07	16	19	22	12	15	03	04
2	01	14	11	25	16	24	07	0	0
3	01	03	11	17	36	24	04	03	0
4	01	07	04	23	19	16	14	10	05
5	0	11	06	23	17	17	17	08	03
6	0	0	09	17	17	15	14	13	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	05	12	30	16	21	05	07	03
2	05	09	09	16	19	21	09	07	04
3	0	06	13	17	28	19	08	06	03
4	01	12	11	28	22	11	09	04	01
5	03	06	17	23	30	15	04	0	0
6	01	05	13	20	20	18	16	04	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

415

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: FLAGAMI EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	708	0.8	50.8	48.4	19.0	93.8	1	32	13	18.7	3.1	78.2	21.8	10.1	92	744	1
1973-74	747	0.3	45.2	54.5	19.4	93.9	1	29	19	24.1	0.0	75.9	23.3	10.6	97	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	77	90	83	105	99	88	98	107	101	115	106	113
READING MEDIAN	1.6	1.5	2.5	2.3	3.1	3.6	4.1	4.6	5.3	5.6	6.7	6.6
MATH COMPUTATION MEDIAN	2.1	2.0	3.5	3.9	4.5	4.6	5.2	6.1	6.9	6.6	7.8	7.5
MATH CONCEPTS MEDIAN [2]	1.9	NA	2.8	NA	4.7	NA	5.4	NA	6.5	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	+0.1	-0.1	-0.4	-0.1	+0.4	+0.2	-0.1	+0.1	-0.2	+0.0	-0.1	+0.0	+0.3	+0.1
PUPILS TESTED [4]	69	80	80	91	95	64	83	80	91	95	64	83	80	91	95

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR FLAGAMI EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	11	16	25	20	05	07	04	05
2	07	09	19	18	18	15	12	01	0[illegible]
3	05	19	17	23	14	12	05	04	0
4	06	21	15	18	17	10	08	01	04
5	04	08	19	19	22	17	06	04	0
6	04	04	17	24	20	13	09	07	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	11	09	07	26	14	12	06	12
2	03	08	17	03	13	09	15	15	17
3	0	06	10	15	14	24	15	08	06
4	03	06	10	14	26	15	09	10	07
5	0	03	03	14	19	25	23	06	08
6	01	07	08	13	21	30	12	0	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	0	14	15	26	21	07	11	0
2	03	13	13	09	25	11	12	11	01
3	01	04	06	15	19	26	20	06	03
4	0	06	10	13	19	17	18	09	06
5	0	03	04	17	21	19	16	09	09
6	04	04	04	14	24	22	12	06	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

417

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: GREENGLADE EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	947	0.1	20.7	79.2	10.7	93.4	1	31	15	19.3	9.6	71.1	37.5	6.6	118	705	2
1973-74	720	0.4	16.9	82.7	6.9	95.0	1	25	15	24.0	8.0	68.0	41.4	6.6	104	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	33	44*	111	88*	103	107*	117	105*	116	115*	120	99*
READING MEDIAN	3.5	3.2*	3.4	2.8*	3.6	3.9*	4.5	4.8*	5.9	5.6*	6.5	6.9*
MATH COMPUTATION MEDIAN	2.9	2.5*	3.2	2.8*	4.4	4.7*	4.8	4.9*	5.6	6.3*	6.4	7.7*
MATH CONCEPTS MEDIAN [2]	3.0	NA	3.5	NA	4.5	NA	5.8	NA	6.2	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	−0.2	−0.2	−0.2	−0.2	+0.2	+0.5	−0.7	−0.7	−0.8	+0.7	+0.1	+0.0	+0.0	−0.5
PUPILS TESTED [4]	44	85	104	103	109	44	85	104	103	109	44	85	104	103	109

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR GREENGLADE EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	09	16	16	14	11	12	04	17
2	0	04	08	10	18	26	16	09	08
3	09	09	10	20	20	15	13	03	0
4	C4	07	17	17	29	15	08	03	0
5	C4	0	18	15	19	17	18	05	0
6	01	03	15	26	22	18	08	C6	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	07	10	19	21	14	C5	24
2	01	05	11	14	19	21	12	05	11
3	01	05	05	17	17	23	18	08	06
4	0	06	17	21	23	13	13	C4	0
5	0	10	17	20	18	12	11	C6	03
6	0	10	19	19	20	17	08	03	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	13	13	34	23	12	06
2	0	04	06	11	17	21	18	11	12
3	0	04	12	15	16	22	13	10	08
4	01	05	06	07	20	25	18	11	06
5	04	04	09	14	20	24	13	07	05
6	03	08	08	15	22	25	10	05	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

419

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: KENDALE EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	812	0.3	6.7	93.0	8.6	94.8	1	33	9	21.2	0.0	78.8	40.0	6.0	123	664	1
1973-74	740	0.1	4.8	95.1	10.0	94.2	1	27	12	22.0	0.0	78.0	31.3	6.8	111	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	115	87	91	118	107	79	84	94	103	103	107	91
READING MEDIAN	2.0	2.2	3.6	3.8	4.7	4.9	6.0	5.8	7.1	7.1	9.5	8.6
MATH COMPUTATION MEDIAN	2.6	2.4	3.0	3.7	4.4	4.6	6.7	6.3	6.7	6.6	8.8	8.0
MATH CONCEPTS MEDIAN [2]	2.4	NA	3.4	NA	5.6	NA	6.2	NA	7.1	NA	8.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.3	+0.1	+0.5	+0.6	+0.3	+0.1	-0.1	+1.1	-0.3	+0.7	+0.1	+0.6	+1.3	-0.1	+0.6
PUPILS TESTED [4]	59	95	73	88	97	59	95	73	88	97	59	95	73	88	97

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C5	10	10	09	18	13	13	09	12
2	01	04	05	13	22	15	17	09	16
3	01	05	08	07	16	25	16	15	08
4	03	04	09	10	14	22	13	14	11
5	0	01	04	17	19	14	22	14	08
6	01	0	03	08	17	19	24	12	15
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	01	16	17	13	27	11	10
2	0	04	03	19	29	19	14	C6	07
3	0	06	09	17	25	16	13	06	08
4	01	03	0	06	21	14	17	14	23
5	01	06	08	12	17	17	20	C9	11
6	0	0	04	09	08	23	15	11	28
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	01	08	11	17	19	20	11	11
2	03	0	08	16	20	26	10	07	09
3	0	01	05	08	18	16	21	20	12
4	01	0	04	07	11	17	18	21	19
5	0	0	06	13	13	35	17	05	07
6	01	04	03	06	12	26	23	08	18
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

421

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: KENWOOD EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	814	1.6	10.6	87.8	16.4	94.8	1	36	14	19.4	2.7	77.9	47.0	11.4	103	796	2
1973-74	822	1.5	10.8	87.7	19.1	94.9	2	33	20	21.2	3.0	75.8	44.4	11.9	101	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	85	78	89	89	120	91	108	137	135	108	136	124
READING MEDIAN	2.4	2.5	3.2	3.8	4.6	4.5	5.3	5.7	7.1	6.7	7.7	7.7
MATH COMPUTATION MEDIAN	3.0	2.9	3.8	4.3	5.0	4.8	6.1	6.5	8.0	8.0	8.5	8.3
MATH CONCEPTS MEDIAN [2]	3.2	NA	3.5	NA	5.6	NA	5.4	NA	7.7	NA	8.4	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.3	+0.2	+0.4	-0.1	+0.3	+0.3	+0.2	+0.3	+0.2	+0.1	+0.2	-0.3	+0.5	+0.1
PUPILS TESTED [4]	63	88	82	113	100	63	87	82	112	99	63	87	82	112	99

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	04	20	13	19	18	07	18
2	0	0	11	16	18	13	15	16	08
3	03	03	05	07	25	19	13	18	08
4	03	06	10	17	19	15	10	10	09
5	0	01	06	11	22	23	19	11	08
6	0	03	08	17	21	17	16	11	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	03	03	08	09	16	16	12	33
2	0	0	0	08	10	16	24	22	18
3	01	0	04	09	09	23	27	11	15
4	01	05	08	13	11	19	11	20	11
5	01	04	01	05	14	15	23	16	21
6	01	03	03	07	20	24	15	14	12
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	11	11	09	25	17	26
2	0	03	04	11	19	22	16	12	12
3	0	0	04	08	16	17	16	15	23
4	0	03	11	14	20	17	11	10	12
5	01	0	0	06	17	20	19	11	21
6	0	0	04	08	21	25	14	16	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

423

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: LEEWOOD EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1192	16.0	5.3	78.7	8.5	94.3	2	46	20	21.7	0.0	78.3	48.1	7.7	123	736	2
1973-74	1045	19.6	3.4	77.0	7.8	94.5	2	39	20	23.1	0.0	76.9	44.4	7.7	100	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	149	113*	172	177*	188	181*	166	166*	172	124*		
READING MEDIAN	2.0	1.8*	3.3	3.2*	4.4	4.2*	5.2	4.7*	6.4	5.7*		
MATH COMPUTATION MEDIAN	2.6	2.1*	3.1	3.3*	4.7	4.5*	5.6	5.1*	6.7	5.3*		
MATH CONCEPTS MEDIAN [2]	2.4	NA	3.4	NA	5.2	NA	6.0	NA	7.5	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.1	+0.2	+0.5		+0.0	+0.3	+0.3	+0.8		+0.1	+0.5	+0.7	+1.1	
PUPILS TESTED [4]	108	156	152	143		108	156	151	143		108	156	152	143	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR LEEWOOD EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	09	11	16	16	09	12	05	18
2	03	07	13	11	13	20	12	11	10
3	01	08	08	11	21	21	12	11	07
4	0	06	09	16	25	20	13	05	06
5	03	05	09	15	20	18	14	09	06
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	*0	09	10	10	13	15	17	07	19
2	0	09	07	10	24	24	16	03	05
3	0	03	05	14	16	21	18	07	15
4	01	05	09	16	18	17	16	06	12
5	01	03	07	14	18	17	16	13	11
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	*0	03	04	14	16	18	20	10	15
2	07	05	06	11	16	21	15	12	08
3	0	0	06	09	16	21	16	10	21
4	01	03	06	09	14	19	16	18	14
5	01	05	0	12	16	20	16	11	18
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

425

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: LUDLAM EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	549	36.5	9.8	53.7	14.1	94.9	1	28	14	32.1	0.0	67.9	41.3	10.2	89	854	64
1973-74	551	31.8	7.1	61.1	16.4	94.5	1	25	18	24.0	0.0	76.0	34.6	9.9	85	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	62	77	72	77	73	72	71	69	74	83	77	70
READING MEDIAN	1.8	1.8	2.4	2.5	3.7	3.8	4.1	4.6	5.4	5.6	7.1	6.6
MATH COMPUTATION MEDIAN	2.4	2.2	2.8	3.1	4.6	4.5	4.5	5.4	6.2	6.6	8.0	6.7
MATH CONCEPTS MEDIAN [2]	2.1	NA	2.8	NA	4.2	NA	4.5	NA	6.2	NA	7.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	+0.2	-0.1	-0.1	+0.3	-0.3	+0.7	-0.4	+0.6	+0.3	-0.3	+0.5	-0.1	+0.6	+0.4
PUPILS TESTED [4]	58	59	61	62	68	58	59	61	62	68	58	59	61	62	68

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	08	15	19	15	15	08	10	06
2	07	21	15	17	11	13	06	04	07
3	0	12	12	19	15	16	14	08	03
4	06	18	15	18	18	10	06	06	03
5	04	09	11	23	20	08	12	04	08
6	05	04	09	17	24	10	15	12	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	06	15	21	10	21	08	16
2	01	14	13	14	18	24	13	0	04
3	0	03	08	04	25	27	11	12	10
4	01	06	21	31	20	11	04	06	0
5	0	12	07	18	18	08	11	05	22
6	01	0	05	17	18	20	15	05	17
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	03	11	19	24	05	11	21
2	07	08	08	19	24	15	10	04	04
3	03	07	11	19	16	08	12	08	15
4	01	13	15	11	24	17	14	04	0
5	04	09	09	16	12	12	15	09	12
6	01	04	11	17	16	15	16	16	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

427

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MARTIN EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	891	32.8	2.5	64.7	7.7	93.8	2	35	12	31.4	0.0	68.6	28.9	8.1	101	710	1
1973-74	955	31.2	2.5	66.3	1.7	94.0	2	37	20	29.7	0.0	70.3	22.5	7.4	104	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED											742	830*
READING MEDIAN											7.7	7.6*
MATH COMPUTATION MEDIAN											7.8	7.4*
MATH CONCEPTS MEDIAN [2]		NA		NA		NA		NA		NA	7.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE					+0.3					+0.3					+0.2
PUPILS TESTED [4]					625					625					625

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

428

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	0	07	08	14	20	16	16	10	09
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	03	06	10	12	14	16	16	10	13
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	04	06	10	14	17	14	15	10	11
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

429

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: OLYMPIA HEIGHTS EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	815	0.6	49.7	49.7	17.1	94.3	2	37	12	21.6	10.8	67.6	22.8	7.8	106	704	4
1973-74	867	0.4	45.6	54.0	13.8	94.1	1	32	26	18.7	6.3	75.0	13.5	6.4	100	NA	NA

430

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	95	84	92	101	93	112	114	154	147	142	147	131
READING MEDIAN	1.6	1.9	3.1	2.6	3.4	3.5	4.1	4.1	5.3	5.4	6.3	6.3
MATH COMPUTATION MEDIAN	2.2	2.4	3.2	3.4	3.7	4.3	5.2	5.4	6.0	6.7	7.5	7.5
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.9	NA	3.5	NA	5.2	NA	5.9	NA	6.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.3	-0.2	+0.0	+0.1	-0.2	+0.0	-0.5	+0.0	-0.3	+0.0	-0.3	-0.7	+0.3	-0.1	-0.4
PUPILS TESTED [4]	68	75	91	122	125	68	74	91	123	125	68	74	91	123	125

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR

OLYMPIA HEIGHTS EL

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	08	15	07	23	17	13	06	03	07
2	0	11	11	16	17	20	07	06	10
3	0	15	17	21	20	11	07	03	04
4	07	06	27	17	24	08	08	0	01
5	03	09	20	16	25	16	06	05	01
6	03	10	14	27	20	10	08	06	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	05	12	13	15	17	15	06	14
2	01	09	11	04	20	23	13	06	13
3	01	08	17	26	28	16	03	01	0
4	0	08	15	17	21	17	10	06	03
5	0	03	13	18	29	13	14	05	04
6	01	07	06	18	21	21	14	09	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	07	09	17	22	17	15	09	0
2	0	07	13	09	30	22	13	0	0
3	01	13	21	19	24	11	05	03	03
4	0	04	11	13	22	23	11	09	05
5	0	09	14	15	20	19	14	03	04
6	0	07	11	14	27	21	09	05	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: ROCKWAY EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	903	0.2	62.9	36.9	8.0	92.9	2	40	13	17.5	20.0	62.5	23.0	8.7	106	740	64
1973-74	851	0.4	57.7	41.9	12.0	95.0	1	33	21	21.2	18.2	60.6	18.4	8.6	94	NA	NA

432

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	77	87*	86	98*	111	107*	117	149*	157	133*	149	142*
READING MEDIAN	1.8	1.7*	2.8	3.0*	3.8	4.1*	4.9	4.8*	5.8	5.7*	6.8	6.9*
MATH COMPUTATION MEDIAN	2.4	2.2*	3.1	3.7*	4.5	4.2*	5.6	5.6*	6.7	6.5*	8.8	8.0*
MATH CONCEPTS MEDIAN [2]	2.7	NA	3.2	NA	5.0	NA	6.0	NA	6.5	NA	7.9	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.0	+0.2	+0.0	+0.3	−0.2	+0.2	+0.6	+0.3	+0.8	+0.0	+0.6	+0.9	+0.3	+0.6
PUPILS TESTED [4]	73	96	99	136	129	74	96	99	136	128	74	96	99	136	128

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR ROCKWAY EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	07	16	23	22	12	08	03	08
2	03	09	12	21	19	16	10	07	03
3	0	06	15	22	26	14	09	07	0
4	0	06	11	22	21	21	10	0	0
5	01	05	14	19	24	18	09	06	04
6	03	05	12	22	21	16	10	06	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	05	04	15	22	14	14	07	18
2	0	07	12	11	31	10	13	08	07
3	0	03	05	17	18	23	21	08	05
4	0	04	06	13	23	20	13	13	08
5	0	0	07	10	21	19	24	11	09
6	0	0	05	09	15	24	23	11	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	04	08	23	22	23	06	14
2	0	09	07	16	12	26	08	11	09
3	0	0	03	09	21	23	18	15	10
4	0	04	10	06	17	23	14	17	10
5	0	03	07	11	23	24	15	09	09
6	*	04	04	09	18	21	18	19	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

433

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: ROYAL GREEN EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1601	0.8	30.0	69.2	11.8	93.2	2	68	16	22.0	11.7	66.3	26.0	4.8	110	596	3
1973-74	1149	0.8	28.2	71.0	10.6	93.1	2	40	17	25.0	2.5	72.5	18.4	4.2	111	NA	NA

434

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	233	164	218	163	231	156	178	155	186	170	202	142
READING MEDIAN	1.5	1.5	2.8	3.0	3.9	3.7	4.9	4.4	5.8	5.7	7.1	6.9
MATH COMPUTATION MEDIAN	2.2	2.1	2.8	2.9	3.5	3.9	4.6	4.6	5.7	5.9	6.7	6.9
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.8	NA	4.2	NA	4.9	NA	6.2	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	-0.1	+0.0	+0.0	+0.1	-0.4	-0.4	-0.4	-0.2	-0.1	-0.3	+0.0	+0.1	+0.4	+0.4
PUPILS TESTED [4]	167	170	146	149	168	167	166	147	148	167	168	166	147	148	166

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	09	16	20	14	12	09	10	03	07
2	08	10	13	12	19	19	09	C6	04
3	03	09	11	17	22	19	10	C5	04
4	C5	05	18	12	24	17	10	C5	03
5	05	04	16	12	23	18	10	07	03
6	0	07	09	22	16	17	13	C8	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	04	13	12	19	20	14	C6	10
2	04	11	15	18	26	16	07	03	01
3	04	14	18	27	16	16	0	0	01
4	03	09	23	20	21	16	05	0	0
5	04	09	16	11	26	12	13	04	03
6	01	04	14	17	21	22	10	06	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	0	10	17	26	19	16	06	04
2	05	11	15	13	22	20	08	05	01
3	01	07	11	15	24	19	09	08	06
4	C	05	13	15	21	15	17	07	05
5	0	05	13	11	21	22	07	09	07
6	*C	05	07	16	17	25	13	10	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

435

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: ROYAL PALM EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	937	0.0	34.5	65.5	15.8	94.6	2	33	11	24.2	0.0	75.8	30.5	10.0	102	688	1
1973-74	811	0.0	30.2	69.8	15.8	94.5	2	32	19	18.8	6.2	75.0	23.5	9.9	98	NA	NA

436

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	85	104	71	75	110	104	122	130	127	123	141	116
READING MEDIAN	1.4	1.4	2.4	2.8	3.8	3.8	4.8	4.5	6.0	5.8	6.8	6.5
MATH COMPUTATION MEDIAN	1.9	1.9	2.7	3.2	4.4	4.6	5.2	4.6	6.0	7.5	7.8	7.2
MATH CONCEPTS MEDIAN [2]	2.2	NA	2.7	NA	4.7	NA	4.7	NA	5.8	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	+0.0	+0.3	+0.2	+0.1	-0.3	+0.3	+0.1	+0.1	-0.2	-0.3	+0.6	-0.3	+0.0	-0.1
PUPILS TESTED [4]	62	66	96	108	116	62	65	96	108	116	62	65	96	108	116

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C7	15	27	16	13	12	05	0	0
2	08	18	18	24	12	08	06	C4	0
3	0	08	11	23	24	17	07	C5	03
4	C	09	09	18	25	19	11	C4	03
5	0	0	14	18	25	18	13	C6	0
6	0	0	10	24	2C	20	13	C5	03
NATL NORM GRP	4	7	12	17	2C	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	09	12	19	26	C9	12	C6	04
2	01	18	12	27	19	12	06	C4	01
3	0	01	15	13	26	18	11	09	07
4	0	0	12	20	25	13	10	C8	07
5	01	04	13	21	23	18	C9	C6	05
6	03	06	11	13	13	17	11	12	14
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C	08	08	14	09	24	15	14	07
2	01	13	13	19	26	14	07	04	0
3	01	0	12	17	18	12	17	12	10
4	C1	10	14	17	33	10	11	0	0
5	01	03	21	20	26	14	06	06	03
6	0	06	08	23	15	11	16	09	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SEMINOLE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	935	0.1	68.8	31.1	22.6	93.4	2	41	13	21.9	12.1	66.0	27.0	7.2	145	709	3
1973-74	910	0.0	60.6	39.4	48.5	93.6	1	37	17	21.6	2.7	75.7	23.7	7.9	126	NA	NA

438

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	108	113	106	99	116	128	131	123	132	133	153	125
READING MEDIAN	1.2	1.3	2.3	2.1	3.3	3.4	4.1	3.9	4.9	5.4	6.4	6.8
MATH COMPUTATION MEDIAN	1.8	1.9	2.7	2.3	4.1	4.3	4.6	4.6	6.0	6.0	6.7	6.9
MATH CONCEPTS MEDIAN [2]	1.8	NA	2.7	NA	3.6	NA	4.0	NA	5.6	NA	6.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.3	-0.1	+0.0	+0.2	-0.2*	+0.4	-0.5*	+0.0	+0.0	-0.2	+0.2	-0.8	-0.3	-0.1
PUPILS TESTED [4]	77	88	101	107	120	75	89	99	106	119	75	89	99	106	119

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR SEMINOLE EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	22	19	25	13	C8	06	03	C1	04
2	0	15	27	20	17	10	06	0	01
3	05	11	18	23	18	11	08	C5	0
4	07	14	21	16	25	09	06	01	0
5	C4	08	25	21	24	08	09	01	01
6	03	09	13	22	23	16	08	03	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	07	07	22	34	17	04	C3	0
2	04	09	15	25	24	15	06	0	01
3	01	06	08	28	13	29	12	01	03
4	07	10	19	21	23	13	04	C4	0
5	0	07	14	19	24	14	13	C4	03
6	0	06	14	16	23	20	14	C4	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C1	03	17	23	25	21	09	01	0
2	01	19	13	17	22	13	11	0	03
3	01	08	18	18	19	23	08	01	03
4	09	13	19	26	14	13	04	0	0
5	06	11	11	19	27	13	07	04	0
6	01	12	09	21	22	18	09	06	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SNAPPER CREEK EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	M.A. % WITH OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	727	0.0	31.6	68.4	9.7	95.1	1	31	13	25.8	3.2	71.0	22.8	8.2	114	743	1
1973-74	693	0.0	26.5	73.5	13.7	95.1	1	27	12	22.2	0.0	77.8	10.7	8.0	99	NA	NA

440

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	72	81	85	101	102	89	100	114	118	86	98	97
READING MEDIAN	2.2	1.9	3.0	2.9	4.1	4.4	5.2	5.4	6.5	6.3	7.6	6.9
MATH COMPUTATION MEDIAN	2.4	2.4	3.2	3.7	4.6	4.7	5.1	5.5	6.6	5.9	6.7	7.2
MATH CONCEPTS MEDIAN [2]	2.7	NA	3.5	NA	5.0	NA	5.4	NA	6.5	NA	7.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	-0.1	+0.3	+0.0	+0.0	-0.1	+0.2	-0.3	+0.1	+0.1	+0.2	+0.2	+0.2	+0.4	+0.2
PUPILS TESTED [4]	73	84	82	104	76	74	85	79	104	76	74	85	79	104	76

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	01	07	16	22	23	10	11	10
2	07	07	10	12	26	15	18	01	04
3	04	09	10	18	12	25	14	05	03
4	04	06	11	09	23	24	14	0	06
5	0	0	13	13	21	21	17	06	06
6	01	04	14	17	18	22	14	06	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	07	19	22	19	08	22
2	0	0	10	17	18	25	21	06	01
3	01	0	10	10	20	19	16	14	07
4	01	03	07	27	24	18	08	04	07
5	0	07	06	14	17	17	17	14	07
6	04	05	11	15	23	15	07	12	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	01	01	06	13	28	18	18	14
2	0	01	08	10	16	28	17	09	11
3	01	04	09	10	21	11	18	15	10
4	01	05	0	14	26	21	19	05	06
5	01	03	09	13	23	18	14	10	08
6	0	08	07	22	19	16	14	04	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

441

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SOUTH MIAMI EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	532	34.7	11.7	53.6	11.4	94.8	1	27	9	22.2	0.0	77.8	30.0	8.3	95	867	3
1973-74	594	34.8	11.5	53.7	11.9	94.5	1	31	17	19.4	0.0	80.6	17.9	9.0	98	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	59	45*	45	62*	59	68*	65	62*	68	86*	78	108*
READING MEDIAN	2.1	1.8*	2.6	2.1*	3.5	3.9*	5.6	4.7*	5.4	5.6*	7.4	7.1*
MATH COMPUTATION MEDIAN	2.4	2.1*	2.4	2.5*	3.9	4.2*	6.2	4.9*	6.7	6.3*	9.9	7.2*
MATH CONCEPTS MEDIAN [2]	2.4	NA	2.7	NA	4.7	NA	6.2	NA	6.5	NA	10.3	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.3	+0.5	+0.2	+0.5	-0.5	+0.3	+0.8	+1.2	+1.5	-0.1	+1.0	+0.9	+0.9	+2.2
PUPILS TESTED [4]	37	49	58	47	72	37	48	58	47	72	37	48	58	47	72

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR SOUTH MIAMI EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	04	13	12	22	16	17	C6	06
2	11	09	13	15	11	22	11	0	07
3	12	10	15	21	13	12	12	04	01
4	10	12	13	11	12	19	14	03	04
5	08	10	21	20	11	15	06	C3	04
6	C7	06	12	12	20	24	12	04	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	03	06	14	22	14	13	C9	17
2	04	15	17	24	24	09	04	0	0
3	04	10	15	16	21	21	07	0	06
4	07	16	06	10	17	10	16	10	10
5	06	06	15	15	11	13	17	10	05
6	04	0	07	08	16	16	23	10	17
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	09	17	13	14	23	06	12
2	04	11	15	15	15	20	13	04	0
3	C	01	07	13	25	21	19	07	06
4	04	16	10	07	14	09	16	11	13
5	09	12	12	14	08	23	05	05	10
6	01	07	0	03	09	10	06	16	47
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SUNSET PARK EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	895	1.9	10.7	87.4	18.6	91.8	2	30	20	23.3	0.0	76.7	37.5	4.5	92	657	3
1973-74	922	1.2	11.4	87.4	21.0	93.7	2	31	22	25.8	0.0	74.2	35.3	3.5	98	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	103	143*	128	111*	106	135*	106	139*	136	129*	124	117*
READING MEDIAN	2.4	2.2*	3.7	3.6*	5.1	4.1*	5.5	4.9*	6.6	6.9*	8.6	7.7*
MATH COMPUTATION MEDIAN	2.4	2.3*	3.2	3.4*	4.5	4.1*	6.1	5.1*	7.5	6.3*	9.9	7.6*
MATH CONCEPTS MEDIAN [2]	2.4	NA	3.4	NA	5.4	NA	7.1	NA	7.1	NA	8.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.3	+0.3	+0.5	+0.4	+0.0	+0.0	+0.7	+0.9	+1.0	+0.0	+0.2	+1.5	+0.6	+0.6
PUPILS TESTED [4]	102	85	89	115	106	101	86	89	115	107	101	86	89	115	107

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	01	09	09	15	14	22	13	17
2	0	0	04	13	16	22	16	13	14
3	01	0	06	09	11	22	15	19	15
4	0	03	12	13	20	22	17	06	05
5	0	01	09	12	23	21	16	11	07
6	0	01	05	10	22	19	18	15	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	05	09	19	24	18	05	17
2	0	03	09	19	16	13	21	10	08
3	0	03	01	18	19	19	13	14	12
4	0	05	06	14	14	18	10	18	17
5	0	01	04	09	18	16	25	12	15
6	0	0	01	05	15	23	17	21	19
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	01	0	12	12	24	19	21	10
2	01	07	07	11	18	21	17	12	06
3	0	0	05	08	12	21	15	13	24
4	0	0	01	05	10	14	13	23	32
5	0	0	05	04	21	29	18	08	13
6	0	0	0	05	15	24	24	19	14
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: SYLVANIA HTS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	739	0.5	64.3	35.2	11.8	94.1	2	41	16	19.5	9.7	70.8	40.0	7.3	107	891	15
1973-74	736	1.1	58.8	40.1	14.1	94.7	2	37	23	24.3	2.7	73.0	34.2	6.9	100	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	69	60	60	88	89	95	106	91	101	100	113	143
READING MEDIAN	1.7	1.8	2.8	2.1	3.0	3.6	3.9	4.1	5.0	5.4	6.5	6.6
MATH COMPUTATION MEDIAN	2.0	1.8	2.7	2.9	4.1	4.6	5.6	5.2	5.7	6.6	7.2	7.5
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.7	NA	4.2	NA	6.0	NA	5.9	NA	7.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.0	+0.2	+0.0	−0.1	−0.2	+0.3	+0.5	−0.2	−0.2	+0.0	+0.3	+1.0	+0.1	+0.4
PUPILS TESTED [4]	50	67	89	78	92	50	67	88	74	92	50	67	89	74	92

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR SYLVANIA HTS EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C4	C6	15	18	28	16	09	01	03
2	01	10	24	13	19	13	13	C3	01
3	07	23	18	16	17	14	01	C4	01
4	09	09	22	18	21	11	05	C1	05
5	C6	07	19	29	2C	08	04	03	04
6	05	03	16	23	22	19	09	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	09	09	19	25	21	07	C9	01
2	0	04	21	30	21	09	07	C4	03
3	0	05	06	26	23	26	11	0	01
4	01	07	05	14	22	18	12	11	11
5	0	08	18	18	22	10	15	C5	03
6	0	0	07	13	32	28	13	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C4	03	12	32	25	10	12	0	01
2	03	16	15	12	16	18	10	07	01
3	01	10	05	16	27	16	15	06	06
4	01	0	04	11	19	21	17	15	13
5	05	08	14	11	29	19	06	05	04
6	0	06	03	13	21	27	09	10	11
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: TROPICAL EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	884	0.6	34.3	65.1	8.2	94.0	1	56	17	21.4	5.3	73.3	35.8	9.7	106	1033	0
1973-74	907	0.7	27.2	72.1	10.4	94.7	2	53	17	18.9	3.6	77.3	29.1	9.4	92	NA	NA

448

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	72	68	70	87	87	120	120	130	121	132	120	124
READING MEDIAN	1.8	1.7	3.5	2.8	3.8	4.0	4.6	4.6	6.2	5.6	6.9	6.7
MATH COMPUTATION MEDIAN	2.0	2.1	3.1	3.2	3.9	4.4	5.9	5.4	6.7	5.9	7.2	8.3
MATH CONCEPTS MEDIAN [2]	2.0	NA	3.2	NA	4.5	NA	4.9	NA	6.5	NA	7.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.5	-0.1	+0.0	-0.1	+0.1	+0.0	-0.4	+0.5	+0.0	+0.2	+0.1	-0.1	+0.1	-0.1	+0.3
PUPILS TESTED [4]	61	75	106	111	108	62	75	105	111	108	62	75	105	111	108

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	11	19	20	15	13	08	C7	04
2	C	03	10	13	14	21	31	07	03
3	01	04	14	27	26	16	05	C5	01
4	0	07	13	23	23	15	07	C5	05
5	0	04	16	13	27	20	10	06	01
6	01	04	13	19	27	16	13	07	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	10	11	12	32	18	10	05	01
2	0	06	04	14	25	21	18	C8	04
3	01	0	23	18	28	20	04	05	0
4	0	06	07	14	19	13	15	14	10
5	01	06	08	17	15	15	23	C9	06
6	01	06	09	17	21	18	11	C5	12
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	04	11	18	27	19	10	05	0
2	C	0	03	11	29	28	15	10	04
3	0	01	09	19	25	21	16	08	01
4	03	08	07	17	27	11	18	05	05
5	C	04	11	15	23	23	12	07	03
6	01	04	10	21	20	16	11	07	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: VILLAGE GREEN EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	753	0.4	36.6	63.0	8.5	95.1	1	34	11	23.5	8.8	67.7	28.5	7.6	121	749	1
1973-74	844	0.4	26.2	73.4	5.7	94.9	2	33	16	24.2	0.0	75.8	28.6	7.7	125	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	71	52*	107	102*	90	107*	94	111*	102	138*	127	139*
READING MEDIAN	1.7	1.7*	3.6	3.0*	3.7	3.5*	4.8	4.3*	6.0	5.4*	6.8	6.4*
MATH COMPUTATION MEDIAN	2.1	2.1*	3.8	3.1*	3.9	4.1*	5.0	4.6*	6.0	6.0*	7.5	6.5*
MATH CONCEPTS MEDIAN [2]	2.1	NA	3.4	NA	4.7	NA	4.9	NA	5.8	NA	7.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.7	−0.3	+0.5	+0.3	+0.2	+0.1	−0.2	−0.4	+0.4	+0.0	+0.0	+0.2	−0.1	+0.2	+0.3
PUPILS TESTED [4]	48	84	87	93	121	48	84	86	92	120	48	84	86	92	120

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	11	08	25	23	17	06	C4	04
2	C	03	06	17	12	16	24	14	08
3	05	06	13	24	27	13	06	0	03
4	06	07	08	30	14	15	10	C8	03
5	C4	05	10	18	24	22	12	C5	0
6	C1	C4	14	22	25	12	14	05	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	08	13	15	25	17	15	01	03
2	0	04	05	08	07	22	20	16	16
3	0	04	12	23	27	23	06	C	0
4	06	10	19	16	19	16	08	05	0
5	0	07	14	16	24	14	11	09	05
6	03	04	12	16	15	15	09	12	14
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	13	21	13	23	11	03	14
2	C	0	0	08	24	23	19	10	13
3	01	01	05	20	18	20	18	13	04
4	03	10	10	10	28	18	15	05	01
5	03	05	13	23	15	23	11	04	03
6	01	03	04	23	18	14	13	11	13
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: VINELAND EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	759	16.4	9.0	74.6	13.2	94.5	1	35	10	28.5	0.0	71.5	30.5	10.0	103	748	2
1973-74	733	17.7	8.8	73.5	13.8	94.2	1	28	13	25.0	0.0	75.0	28.1	10.7	91	NA	NA

452

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	121	109	97	95	107	116	112	114	128	140		
READING MEDIAN	1.7	1.7	3.3	3.1	3.8	3.9	4.6	4.9	6.2	6.6		
MATH COMPUTATION MEDIAN	2.1	2.0	3.4	3.7	4.4	4.5	5.2	5.4	6.5	6.7		
MATH CONCEPTS MEDIAN [2]	2.0	NA	3.7	NA	5.0	NA	4.9	NA	5.9	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	-0.1	+0.0	-0.3		+0.2	+0.1	+0.1	-0.2		+0.5	+0.5	+0.2	-0.3	
PUPILS TESTED [4]	74	81	93	100		74	80	93	100		74	80	93	100	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR VINELAND EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	09	09	17	17	15	17	09	05	03
2	06	07	10	10	15	14	22	05	10
3	0	04	12	21	19	15	10	09	07
4	03	15	14	15	18	14	08	10	0
5	05	05	12	11	23	21	13	05	04
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	07	12	09	26	17	15	03	08
2	01	06	07	11	18	17	23	10	07
3	0	06	08	14	25	21	04	10	11
4	03	06	13	19	22	14	10	04	10
5	0	08	07	13	19	16	24	06	06
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	06	09	17	20	20	11	09	06
2	01	03	05	07	15	22	21	13	13
3	01	03	04	11	26	17	10	14	14
4	0	07	09	14	29	13	10	07	08
5	04	05	13	17	21	16	11	07	05
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: GLADES JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2183	0.6	12.3	87.1	12.1	92.6	5	97	22	19.5	4.1	76.4	31.2	8.8	191	737	3
1973-74	2054	0.3	10.7	89.0	8.2	93.0	5	83	21	16.9	0.0	83.1	33.7	8.1	166	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]

GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			729	639	684	639	659	668
READING MEDIAN			58.0	54.0	60.0	50.0	58.0	60.0
MATH COMPUTATION MEDIAN			58.0	62.0	62.0	62.0	62.0	58.0
MATH CONCEPTS MEDIAN [2]		NA	58.0	NA	60.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+4.3	+4.2	+1.4		+7.5	+2.5	+1.6		+7.3	+3.3	NA
PUPILS TESTED [4]		609	580	549		609	580	549		609	579	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

454

1974-75 SCHOOL YEAR GLADES JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	01	03	07	14	26	23	14	06	06
8	01	03	06	18	21	22	13	09	08
9	01	03	09	16	23	20	13	08	07
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	02	07	08	15	20	16	11	08	14
8	02	04	09	15	17	19	13	12	10
9	01	03	09	16	19	22	11	13	07
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	01	06	13	14	18	16	13	12	08
8	01	04	10	15	20	21	14	07	08
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

455

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines - 4, 5, and 6 - denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: RICHMOND HTS JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2202	38.5	10.6	50.9	11.5	93.7	4	96	31	25.0	6.2	68.8	35.8	7.2	186	729	3
1973-74	2082	38.4	9.8	51.8	9.3	93.0	5	84	27	19.1	7.0	73.9	32.3	6.6	160	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			697	640*	649	670*	653	621*
READING MEDIAN			40.0	7.2*	38.0	8.1*	38.0	8.8*
MATH COMPUTATION MEDIAN			48.0	7.0*	40.0	7.5*	40.0	7.7*
MATH CONCEPTS MEDIAN [2]		NA	38.0	NA	40.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 8.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-0.3	+0.8	+0.5		+5.1	+2.8	+2.0		+2.2	+3.1	NA
PUPILS TESTED [4]		591	572	554		591	573	553		590	572	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

456

1974-75 SCHOOL YEAR RICHMOND HTS JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	04	10	17	18	20	16	09	04	03
8	04	12	14	22	17	14	08	06	03
9	07	12	16	17	19	13	09	06	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	03	11	11	16	20	15	10	06	08
8	06	09	17	18	16	16	08	05	05
9	01	15	16	18	19	12	13	03	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	05	16	13	20	17	11	09	03	06
8	07	13	18	12	15	18	08	05	05
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

457

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: RIVERIA JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2236	0.6	29.8	69.6	10.6	92.5	5	103	34	20.3	4.8	74.9	43.9	10.0	201	816	5
1973-74	2164	0.5	23.3	76.2	9.7	92.5	5	97	40	19.6	2.1	78.3	35.2	8.6	157	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			703	691	654	627	647	668
READING MEDIAN			44.0	42.0	48.0	44.0	42.0	46.0
MATH COMPUTATION MEDIAN			44.0	46.0	46.0	50.0	50.0	44.0
MATH CONCEPTS MEDIAN [2]		NA	44.0	NA	46.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+1.0	+2.0	-0.4		+1.5	+4.5	+0.7		+5.2	+4.4	NA
PUPILS TESTED [4]		621	600	589		620	600	589		621	599	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

458

1974-75 SCHOOL YEAR RIVERIA JR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	02	04	13	23	26	18	07	03	04
8	02	04	13	21	24	18	09	06	03
9	03	04	15	23	24	13	12	04	02
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	04	09	11	18	25	12	09	05	08
8	03	10	13	20	20	15	12	05	04
9	*0	05	09	19	25	19	16	03	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	01	13	07	22	21	16	08	05	07
8	02	08	15	18	21	17	09	05	04
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

459

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: ROCKWAY JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2594	0.3	51.4	48.3	10.0	90.0	5	94	40	17.0	6.3	76.7	39.7	7.1	182	695	9
1973-74	2387	0.2	40.9	58.9	10.4	91.0	5	88	43	18.2	6.8	75.0	44.8	6.4	144	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			747	665*	673	668*	703	674*
READING MEDIAN			44.0	7.5*	46.0	8.5*	54.0	9.5*
MATH COMPUTATION MEDIAN			52.0	8.4*	58.0	9.6*	62.0	10.9*
MATH CONCEPTS MEDIAN [2]		NA	62.0	NA	60.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-0.8	+0.0	+2.9		+2.5	+0.1	-0.1		+9.7	+2.1	NA
PUPILS TESTED [4]		637	584	590		636	584	589		636	584	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	03	07	13	19	27	18	10	03	02
8	01	07	13	20	27	17	08	04	04
9	01	06	09	20	21	21	12	06	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	03	07	10	18	23	16	09	07	07
8	03	07	10	16	18	18	11	08	10
9	01	04	10	17	18	23	13	12	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	01	05	11	13	20	18	16	10	06
8	02	05	07	15	23	18	13	09	09
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SOUTH MIAMI JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1260	20.8	11.3	67.9	12.4	93.8	5	61	22	18.0	3.2	78.8	45.1	6.9	118	850	9
1973-74	1302	19.3	8.4	72.3	12.2	93.4	4	59	23	18.6	5.1	76.3	39.1	6.5	117	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			390	374	371	412	412	420
READING MEDIAN			44.0	54.0	50.0	58.0	60.0	60.0
MATH COMPUTATION MEDIAN			42.0	56.0	50.0	54.0	58.0	58.0
MATH CONCEPTS MEDIAN [2]		NA	50.0	NA	52.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+0.0	+1.2	+1.6		-0.4	+2.0	+3.4		+3.8	+7.2	NA
PUPILS TESTED [4]		325	324	349		326	324	349		326	324	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	04	08	13	16	24	17	13	06	03
8	02	08	09	15	22	16	12	07	08
9	*0	07	10	15	17	20	15	09	07
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	05	12	11	19	21	13	07	07	06
8	03	07	13	17	17	20	09	08	06
9	*0	07	11	18	19	19	13	10	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	04	10	19	12	15	17	11	09	04
8	04	09	10	14	18	15	16	07	07
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

463

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: WEST MIAMI JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2078	0.0	55.0	45.0	9.2	93.8	5	91	28	19.7	17.5	62.8	36.2	9.0	154	741	3
1973-74	1889	0.0	43.7	56.3	9.1	93.9	5	80	36	21.2	8.8	70.0	34.9	9.3	129	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			782	615*	560	563*	611	615*
READING MEDIAN			46.0	7.8*	42.0	8.8*	54.0	9.5*
MATH COMPUTATION MEDIAN			52.0	8.4*	48.0	9.2*	58.0	10.1*
MATH CONCEPTS MEDIAN [2]		NA	50.0	NA	52.0	NA	NA	NA
NATIONAL NORM	6.8	4.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+1.7	-1.7	+1.0		+1.6	-0.7	-0.5		+0.7	+2.4	NA
PUPILS TESTED [4]		679	487	534		679	487	534		679	487	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR WEST MIAMI JR

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	02	06	10	22	25	16	08	04	04
8	03	08	16	20	23	16	08	04	03
9	0	*04	10	17	24	21	12	07	05
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	03	08	11	18	20	15	07	08	10
8	04	08	09	19	20	17	06	10	06
9	*0	02	11	22	20	21	11	11	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	03	07	14	20	17	16	10	07	06
8	02	05	12	17	24	18	11	05	06
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI CORAL PARK SR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2374	0.0	46.6	53.4	12.9	89.1	4	114	31	13.1	5.2	81.7	42.8	10.0	96	947	9
1973-74	2195	0.2	38.9	60.9	14.2	89.5	4	98	49	11.2	1.0	87.8	40.2	10.1	88	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			770	751	692	557	434	400
READING MEDIAN			50.0	54.0	46.0	48.0	56.0	56.0
MATHEMATICS MEDIAN			52.0	58.0	56.0	60.0	62.0	56.0
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		+0.4	+0.0	-1.1		-2.2	+0.3	-2.0
PUPILS TESTED [3]		633	554	362		632	554	362

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	06	10	19	26	14	12	06	06
11	01	04	12	18	29	19	10	04	02
12	03	05	12	15	20	21	14	08	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	03	10	20	25	16	12	05	07
11	01	03	08	21	20	19	14	08	08
12	01	04	11	13	14	17	17	07	15
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI KILLIAN SR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	3787	24.0	10.4	65.6	25.6	89.7	6	170	48	12.3	1.7	86.0	42.9	7.4	148	827	2
1973-74	3517	24.0	8.1	67.9	26.7	89.6	6	155	66	11.6	1.9	86.5	35.3	7.1	130	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			1153	1151*	1035	1011*	631	600*
READING MEDIAN			54.0	11.2*	50.0	12.5*	46.0	13.8*
MATHEMATICS MEDIAN			54.0	11.4*	60.0	12.6*	56.0	13.4*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		+1.1	+0.2	+0.3		+2.8	+0.2	-0.2
PUPILS TESTED [3]		982	892	551		982	892	550

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

468

1974-75 SCHOOL YEAR MIAMI KILLIAN SR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	07	13	16	19	17	12	06	09
11	02	10	16	14	19	17	12	07	03
12	03	08	14	19	19	18	12	06	02
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	06	15	15	23	17	12	05	07
11	01	06	09	19	16	19	14	06	09
12	01	05	10	16	20	21	11	08	08
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SOUTH MIAMI SR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2512	8.0	37.2	54.8	13.9	90.1	5	119	44	15.9	9.2	74.9	55.3	7.1	102	907	3
1973-74	2519	6.7	31.3	62.0	17.2	89.2	5	110	55	14.5	10.0	75.5	48.8	6.3	102	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			828	729	756	756	677	514
READING MEDIAN			48.0	46.0	40.0	52.0	56.0	58.0
MATHEMATICS MEDIAN			52.0	48.0	46.0	56.0	60.0	62.0
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		-0.8	+0.8	-0.1		-2.0	+0.2	-0.2
PUPILS TESTED [3]		705	607	608		704	608	606

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR SOUTH MIAMI SR

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	02	07	13	17	22	16	12	06	06
11	03	09	19	18	21	15	10	04	02
12	02	05	11	15	21	21	11	08	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	*0	04	13	20	24	16	11	05	07
11	01	06	12	26	22	16	09	04	06
12	01	05	09	16	18	17	12	10	12
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: SOUTHWEST MIAMI SR

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS F.A. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	3100	0.2	21.9	77.9	13.2	91.5	6	153	46	11.7	5.2	83.1	45.5	10.3	130	925	4
1973-74	2968	0.3	19.9	79.8	13.7	92.0	6	144	51	11.1	3.5	85.4	44.5	9.6	102	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]

GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			1107	1026*	878	898*	764	745*
READING MEDIAN			54.0	10.4*	44.0	11.6*	46.0	12.9*
MATHEMATICS MEDIAN			54.0	10.9*	52.0	12.6*	54.0	12.9*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75[2]

SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		+0.8	-0.1	-0.7		-0.3	-0.2	-0.8
PUPILS TESTED [3]		980	804	716		980	803	715

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	04	09	19	23	18	11	07	07
11	02	07	12	20	25	18	09	05	02
12	02	05	11	22	26	17	10	04	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	03	11	20	27	17	11	05	06
11	*0	05	10	22	23	19	11	05	05
12	01	05	11	16	22	21	13	05	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SOUTH AREA 6

Elementary Schools		Junior High Schools	Senior High Schools
AIR BASE	MIAMI HGTS.	CUTLER RIDGE	MIAMI PALMETTO
AVOCADO	MOTON, R. R.	HOMESTEAD	SOUTH DADE
BEL-AIRE	NARANJA	MAYS	
CARIBBEAN	PALMETTO	PALMETTO	
COLONIAL DRIVE	PERRINE	REDLAND	
COOPER, N. K.	PINECREST		
CORAL REEF	PINE VILLA		
CUTLER RIDGE	REDLAND		
FLORIDA CITY	REDONDO		
GOULDS	RICHMOND		
GULFSTREAM	SOUTH MIAMI HGTS.		
HOWARD DRIVE	WEST HOMESTEAD		
LEISURE CITY	WHISPERING PINES		
LEWIS, A. L.			

SCHOOL YEAR — 1974-75

SCHOOL: AIR BASE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1524	11.2	4.2	84.6	33.0	93.3	2	62	15	19.3	0.0	80.7	30.1	8.6	119	661	153
1973-74	1392	7.6	3.5	88.9	34.7	95.7	2	56	24	19.6	0.0	80.4	28.3	8.3	125	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	152	179*	165	174*	165	182*	168	209*	201	183*	189	182*
READING MEDIAN	1.6	1.7*	2.8	3.2*	4.3	4.1*	5.2	5.0*	6.8	6.1*	7.6	7.5*
MATH COMPUTATION MEDIAN	2.0	1.9*	3.2	3.1*	4.5	3.9*	5.9	5.8*	7.2	7.0*	7.5	8.0*
MATH CONCEPTS MEDIAN [2]	1.8	NA	3.4	NA	4.7	NA	6.0	NA	6.8	NA	7.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.1	+0.2	+0.5	+0.1	+0.1	+0.2	+0.9	+0.4	−0.4	+0.5	+0.4	+0.8	−0.2	−0.3
PUPILS TESTED [4]	88	98	101	117	101	89	98	101	118	102	89	98	101	118	102

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	11	14	27	17	15	07	05	03
2	0	06	08	16	26	14	14	07	0
3	01	05	07	18	20	20	14	10	05
4	01	05	07	25	22	21	10	09	01
5	01	0	06	16	17	24	18	11	05
6	0	05	06	11	33	15	14	11	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	04	09	24	32	10	12	04	03
2	01	04	10	11	21	23	18	08	0
3	01	04	07	11	27	30	09	09	0
4	01	01	05	14	23	16	13	15	12
5	01	0	05	12	17	15	18	16	13
6	0	01	14	18*	15	20	15	06	09
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	12	24	29	12	07	06	03
2	01	0	05	15	20	26	13	07	10
3	0	0	09	11	25	17	17	15	05
4	01	03	05	11	18	14	21	14	14
5	0	03	06	17	16	20	14	11	10
6	0	03	08	16	22	14	16	08	12
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: AVOCADO EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	790	17.6	25.3	57.1	28.7	92.3	1	40	23	27.5	10.0	62.5	22.5	5.9	124	700	136
1973-74	739	22.4	29.6	48.0	29.8	91.4	1	29	27	24.1	6.9	69.0	9.4	5.8	111	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	91	78*	62	69*	78	90*	123	102*	136	76*		
READING MEDIAN	1.4	1.7*	2.7	2.2*	3.6	3.6*	3.5	4.4*	5.2	5.2*		
MATH COMPUTATION MEDIAN	2.0	1.7*	3.1	2.5*	3.7	3.4*	4.3	4.2*	5.6	5.3*		
MATH CONCEPTS MEDIAN [2]	1.7	NA	3.4	NA	3.7	NA	4.2	NA	5.2	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.5	-0.3	-0.5		+0.1	-0.1	+0.0	-0.2		+0.5	+0.2	+0.1	-0.3	
PUPILS TESTED [4]	51	57	81	103		51	56	81	103		51	56	81	103	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR AVOCADO EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	20	28	14	11	08	05	0	04
2	15	22	14	13	14	11	06	01	03
3	13	27	17	10	11	06	09	0	04
4	05	20	26	16	13	07	08	05	01
5	04	12	20	18	22	11	05	03	04
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	11	16	15	20	13	14	04	0
2	11	13	11	15	21	22	05	0	0
3	07	15	27	13	22	14	0	0	01
4	09	17	14	25	17	09	06	05	01
5	0	16	11	20	21	10	14	0	03
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	11	18	23	17	13	04	05	01
2	05	12	10	24	13	19	10	06	03
3	05	11	27	22	15	09	04	06	01
4	05	19	12	20	20	11	08	05	01
5	04	08	18	27	17	12	08	04	01
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: BEL-AIRE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS ELA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	670	29.6	11.3	59.1	24.8	92.6	1	33	10	18.1	6.0	75.9	22.5	4.7	103	760	8
1973-74	549	34.9	9.8	55.3	24.8	91.9	1	21	18	23.8	4.8	71.4	23.1	5.7	85	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	125	99	102	119	129	112	127	113				
READING MEDIAN	1.3	1.5	2.3	2.0	3.3	3.3	4.2	3.8				
MATH COMPUTATION MEDIAN	1.6	1.8	2.8	2.8	3.7	3.9	4.5	3.9				
MATH CONCEPTS MEDIAN [2]	1.4	NA	2.1	NA	3.4	NA	4.7	NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.1	+0.1	+0.2			-0.1	+0.0	-0.1			-0.5	+0.1	+0.3		
PUPILS TESTED [4]	84	110	117			86	111	117			86	111	117		

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	16	23	20	13	09	09	07	0	01
2	04	29	15	15	09	14	05	01	03
3	09	15	20	17	19	06	07	05	01
4	10	15	15	18	14	11	09	04	04
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	14	22	14	14	14	06	11	01	04
2	08	18	09	16	17	17	10	0	03
3	06	12	22	13	19	15	04	04	04
4	03	14	17	23	15	10	09	07	03
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	18	19	13	21	16	09	04	0	0
2	13	26	15	18	15	05	03	03	0
3	01	14	20	24	14	09	11	05	01
4	03	15	09	15	21	15	09	08	05
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

480

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CARIBBEAN EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1094	11.3	54.8	33.9	17.0	92.7	2	51	26	21.5	17.5	60.9	29.0	4.9	120	770	62
1973-74	1094	6.7	48.6	44.7	14.1	92.5	2	42	29	21.4	9.5	69.1	21.3	5.3	111	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	93	85*	101	93*	100	149*	125	143*	172	186*	200	155*
READING MEDIAN	1.5	1.6*	1.9	2.2*	2.6	3.0*	3.8	3.2*	4.8	4.9*	5.8	5.9*
MATH COMPUTATION MEDIAN	1.6	1.7*	2.2	2.4*	3.0	3.1*	3.9	4.1*	5.1	5.1*	5.9	6.3*
MATH CONCEPTS MEDIAN [2]	1.5	NA	2.1	NA	3.6	NA	4.2	NA	5.0	NA	5.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.0	+0.5	+0.0	-0.1	-0.4	-0.5	-0.4	-0.2	+0.0	-0.3	+0.1	+0.3	-0.2	-0.2
PUPILS TESTED [4]	61	62	108	143	173	61	62	106	143	173	61	63	107	143	173

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	22	17	21	17	10	01	0	04
2	15	25	25	12	11	05	0	03	0
3	14	21	18	20	13	14	0	01	0
4	09	17	17	18	13	13	05	06	0
5	11	16	17	21	14	08	07	01	01
6	09	06	20	24	23	09	06	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	20	20	21	14	10	08	0	01
2	06	22	25	18	22	05	03	0	0
3	14	16	34	16	17	0	0	0	0
4	06	15	23	32	16	05	0	0	01
5	04	13	21	26	17	09	06	03	01
6	01	11	21	24	17	11	09	03	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS SYANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	10	26	25	21	06	03	0	0
2	11	29	19	19	10	09	0	01	01
3	03	09	17	23	24	17	06	0	0
4	07	16	10	18	18	14	13	0	01
5	07	13	22	22	18	09	07	0	0
6	05	14	20	25	17	09	07	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4
	1	2	3	4	5	6	7	8	9
	STANINE								

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: COLONIAL DRIVE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL	
1974-75	975	17.6	10.5	71.9	10.5	94.7	2	40	13	17.5	2.5	80.0	24.3	5.4	104	654	2	
1973-74	907	21.9	9.5	68.6	10.9	94.5	1	35	10	25.7	0.0	74.3	18.4	5.1	116	NA	NA	

483

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	130	113	141	135	135	107	116	129	123	102	104	129
READING MEDIAN	1.7	1.8	3.0	2.8	3.7	4.2	4.9	5.1	6.5	6.7	6.5	6.5
MATH COMPUTATION MEDIAN	1.6	1.8	3.2	3.5	4.3	4.7	4.8	5.6	6.9	8.0	8.0	9.4
MATH CONCEPTS MEDIAN [2]	1.5	NA	3.5	NA	3.9	NA	5.4	NA	6.8	NA	7.1	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.0	+0.0	−0.1	−0.4	+0.6	+0.0	−0.3	+0.1	−0.2	+1.0	−0.5	+0.1	+0.4	−0.4
PUPILS TESTED [4]	107	109	98	109	86	105	110	98	109	86	105	109	98	109	86

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from −0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual minus expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	12	18	15	12	11	13	08	08
2	08	13	14	13	07	15	12	10	09
3	0	15	11	16	14	16	12	07	07
4	04	07	12	22	17	14	09	03	07
5	0	07	06	20	18	18	12	08	08
6	06	04	17	20	16	16	10	06	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	12	19	17	12	15	13	09	01	0
2	01	05	13	13	13	22	13	13	08
3	01	0	09	12	36	21	08	07	04
4	04	10	09	26	17	13	08	07	06
5	01	04	09	17	15	15	18	10	11
6	05	06	10	08	13	22	14	10	13
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	12	20	22	22	15	05	01	0
2	05	08	08	08	13	16	13	15	15
3	01	10	17	16	19	14	13	07	01
4	0	06	08	20	13	17	15	14	05
5	0	0	10	14	20	19	18	09	06
6	05	06	11	18	20	16	14	08	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: COOPER EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	732	28.7	21.1	50.2	31.2	92.0	1	36	19	25.0	0.0	75.0	23.5	6.2	107	719	83
1973-74	755	29.2	18.6	52.4	28.2	91.5	1	28	23	25.0	0.0	75.0	24.2	6.1	115	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED											329	639
READING MEDIAN											5.8	5.6
MATH COMPUTATION MEDIAN											6.0	5.9
MATH CONCEPTS MEDIAN [2]		NA		NA		NA		NA		NA	5.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE					-0.2					-0.2					-0.2
PUPILS TESTED [4]					500					504					503

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	08	13	15	22	21	10	07	03	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	05	12	19	21	15	13	09	03	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--	--
6	08	15	21	20	12	09	07	04	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

486

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CORAL REEF EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1186	19.6	2.1	78.3	10.4	94.6	2	47	14	19.1	4.2	76.7	23.9	9.3	120	694	3
1973-74	1121	21.1	3.5	75.4	9.7	94.3	2	42	17	23.8	2.4	73.8	25.0	8.5	120	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	169	180*	187	208*	202	189*	192	195*	208	217*		
READING MEDIAN	1.9	1.8*	2.9	3.2*	4.2	3.9*	5.2	5.5*	6.5	6.1*		
MATH COMPUTATION MEDIAN	2.1	2.1*	3.2	3.3*	4.5	4.2*	5.7	5.8*	7.2	6.8*		
MATH CONCEPTS MEDIAN [2]	2.1	NA	3.4	NA	5.0	NA	5.2	NA	7.6	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.1	+0.6	+0.0		+0.2	+0.0	+0.2	+0.0		+0.4	+0.0	+0.0	+0.5	
PUPILS TESTED [4]	151	177	164	176		154	177	164	176		155	177	164	176	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	03	10	13	20	14	12	12	06
2	04	12	14	14	12	08	11	12	12
3	03	09	10	13	18	13	11	09	08
4	03	08	10	18	18	16	11	09	09
5	03	08	08	11	20	17	16	08	09
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	06	09	14	17	14	17	04	13
2	01	07	09	11	21	23	09	07	12
3	01	09	13	07	22	20	11	09	08
4	0	07	09	17	12	17	14	11	09
5	*0	05	08	13	14	13	25	12	11
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	08	20	17	23	12	08	08
2	0	05	09	11	15	19	18	11	10
3	03	05	10	15	14	13	14	15	10
4	0	10	08	16	18	13	15	12	05
5	03	03	08	13	11	11	14	14	23
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4
STANINE	1	2	3	4	5	6	7	8	9

488

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CUTLER RIDGE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	984	7.6	16.5	75.9	22.5	92.8	2	45	16	22.2	2.2	75.6	26.1	10.5	92	768	6
1973-74	1031	5.9	14.3	79.8	24.6	93.6	2	45	20	22.2	0.0	77.8	29.2	8.7	96	NA	NA

489

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	97	115	107	109	106	115	102	126	136	168	198	156
READING MEDIAN	2.1	1.7	2.3	2.5	3.3	3.7	4.5	4.5	5.7	5.3	6.5	6.9
MATH COMPUTATION MEDIAN	2.2	2.0	2.9	3.0	4.4	4.6	5.5	5.9	6.7	6.5	6.7	8.0
MATH CONCEPTS MEDIAN [2]	2.2	NA	2.8	NA	4.2	NA	5.2	NA	5.9	NA	6.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS -- 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	-0.1	-0.2	-0.1	+0.0	-0.1	+0.1	-0.3	+0.0	-0.2	-0.2	-0.1	-0.4	-0.4	-0.1
PUPILS TESTED [4]	90	89	85	112	145	90	88	85	113	146	91	85	85	113	146

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	05	13	13	15	17	14	11	10
2	07	15	17	18	18	13	07	03	03
3	06	15	17	19	05	12	13	06	05
4	08	16	17	16	17	13	06	05	0
5	06	06	10	21	19	16	14	04	0
6	04	05	16	23	20	11	11	07	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	04	11	10	18	15	24	07	09
2	09	09	10	21	18	15	12	03	05
3	06	07	09	10	20	21	11	14	0
4	04	07	15	17	17	17	10	09	04
5	04	03	07	18	14	19	16	09	10
6	04	06	15	19	10	15	11	07	13
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	05	09	15	16	22	13	07	12
2	06	11	09	20	13	22	14	03	03
3	03	07	16	16	18	16	11	12	0
4	0	08	20	12	17	21	12	07	0
5	04	04	13	19	24	15	11	05	06
6	03	09	13	23	13	07	10	10	13
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: FLORIDA CITY EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	655	32.0	11.1	56.9	48.7	92.4	1	33	19	21.2	0.0	78.8	23.3	7.9	152	713	119
1973-74	663	30.9	15.1	54.0	43.2	92.5	1	23	20	26.1	0.0	73.9	10.7	5.6	172	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	102	77	68	97	95	78	79	86	93	81	84	87
READING MEDIAN	1.3	1.5	2.0	1.8	2.3	2.6	3.3	3.5	4.2	4.8	5.0	5.6
MATH COMPUTATION MEDIAN	1.7	1.9	2.9	2.5	3.7	3.9	4.3	4.1	5.2	5.1	5.7	5.9
MATH CONCEPTS MEDIAN [2]	1.4	NA	2.2	NA	3.1	NA	3.7	NA	5.0	NA	5.8	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.3	+0.0	-0.2	-0.3	-0.6	+0.0	+0.0	-0.3	+0.2	-0.4	-0.6	-0.3	-0.5	+0.0	-0.2
PUPILS TESTED [4]	46	78	64	70	65	47	78	64	70	65	47	77	64	70	65

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	16	33	22	13	04	03	0	03
2	10	24	26	13	10	07	04	01	03
3	17	30	12	14	07	08	07	01	03
4	04	20	33	24	13	03	03	0	01
5	10	16	27	20	17	03	0	03	0
6	10	15	25	21	16	05	06	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	13	21	14	17	10	09	03	09
2	03	15	15	13	09	22	15	06	03
3	03	12	16	30	22	08	04	01	03
4	05	16	20	24	20	09	0	03	03
5	01	12	27	15	18	10	10	06	0
6	0	17	19	32	15	10	04	0	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	15	27	22	12	13	06	0	01
2	10	24	18	18	15	09	07	0	0
3	04	21	24	19	13	08	04	04	0
4	0	16	27	18	25	06	04	03	01
5	06	16	20	19	12	15	05	05	01
6	07	14	13	31	18	12	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: GOULDS EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	290	87.0	7.4	5.6	13.4	94.4	1	15	7	26.6	0.0	73.4	37.5	10.9	79	949	23
1973-74	308	89.2	9.6	2.2	18.2	94.2	1	12	14	33.3	0.0	66.7	27.8	9.7	87	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	19	22*	29	13*	37	20*	42	16*	33	14*	25	23*
READING MEDIAN	1.4	1.6*	1.3	1.8*	2.0	2.8*	2.0	3.4*	3.0	3.6*	3.0	4.7*
MATH COMPUTATION MEDIAN	.7	1.7*	1.8	3.5*	2.7	3.6*	2.7	4.2*	4.1	4.1*	5.7	6.5*
MATH CONCEPTS MEDIAN [2]	1.2	NA	1.9	NA	2.7	NA	2.4	NA	3.5	NA	4.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	-0.1	-0.3	-0.2	-0.6	-0.1	-0.7	-0.8	+0.3	+1.4	-0.2	-0.5	-0.6	+0.2	+0.4
PUPILS TESTED [4]	15	13	22	15	14	15	13	22	15	14	15	13	21	15	14

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	14	27	50	04	0	0	0	0
2	46	30	16	03	0	05	0	0	0
3	11	65	11	11	0	0	0	0	0
4	42	25	17	17	0	0	0	0	0
5	34	32	14	09	09	0	0	0	0
6	41	41	09	06	03	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	15	54	15	12	04	0	0	0	0
2	16	32	22	16	11	03	0	0	0
3	11	35	22	22	09	0	0	0	0
4	42	17	21	15	06	0	0	0	0
5	09	41	25	09	14	0	0	0	0
6	06	16	22	25	22	06	03	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	12	19	38	19	04	08	0	0	0
2	16	46	22	11	05	0	0	0	0
3	13	24	35	20	09	0	0	0	0
4	27	44	21	06	0	0	0	0	0
5	34	23	23	14	07	0	0	0	0
6	28	28	19	19	03	03	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: GULFSTREAM EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	751	6.5	16.1	77.4	15.5	93.6	2	48	16	14.5	2.0	83.5	34.7	6.3	92	985	3
1973-74	691	7.6	17.5	74.9	12.7	93.8	2	36	17	16.7	0.0	83.3	34.1	5.9	91	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	61	82*	99	61*	81	96*	99	74*	70	103*	107	95*
READING MEDIAN	2.0	1.7*	2.5	2.4*	3.5	3.5*	4.1	4.9*	6.8	6.1*	6.8	6.8*
MATH COMPUTATION MEDIAN	2.1	1.8*	2.7	2.8*	4.1	3.4*	4.3	5.6*	6.4	6.0*	6.7	7.4*
MATH CONCEPTS MEDIAN [2]	2.1	NA	2.3	NA	3.6	NA	4.5	NA	5.9	NA	7.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS - 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	+0.0	-0.2	+0.5	-0.3	-0.2	+0.0	-0.3	+0.1	+0.0	-0.4	-0.4	-0.2	-0.4	+0.2
PUPILS TESTED [4]	74	55	80	53	84	72	54	80	53	84	71	52	80	53	84

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	12	09	20	15	12	16	07	07
2	08	16	13	15	16	11	09	05	04
3	10	12	16	17	17	13	11	0	01
4	05	15	22	14	19	24	06	05	04
5	0	04	06	12	23	16	19	12	06
6	0	11	11	18	25	11	13	03	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	16	12	23	15	15	04	13
2	03	12	13	24	14	19	07	05	0
3	01	07	21	10	22	28	06	05	0
4	06	06	21	28	13	07	07	07	03
5	0	05	13	17	21	14	16	05	09
6	0	06	18	17	20	17	14	0	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	01	13	17	19	13	13	17	05
2	13	21	11	16	12	10	13	0	0
3	06	11	18	18	16	12	11	06	01
4	03	13	14	23	18	14	04	08	03
5	05	01	09	25	22	16	14	06	01
6	0	04	10	25	17	18	10	05	10
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: HOWARD DRIVE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	744	23.5	3.3	73.2	9.0	94.8	1	39	11	23.0	2.5	74.5	23.0	8.9	98	761	1
1973-74	773	22.4	4.2	73.4	8.2	94.2	1	35	17	22.9	0.0	77.1	27.0	9.5	94	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	96	98*	96	125*	115	141*	126	153*	150	152*		
READING MEDIAN	2.3	2.1*	3.4	3.5*	4.6	4.1*	5.5	5.2*	6.6	6.5*		
MATH COMPUTATION MEDIAN	2.4	2.2*	3.5	3.6*	4.8	4.7*	6.7	5.7*	6.7	6.5*		
MATH CONCEPTS MEDIAN [2]	2.4	NA	3.4	NA	5.4	NA	6.0	NA	6.5	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.3	+0.3	+0.2		+0.2	+0.4	+0.3	+0.3		+0.1	+0.3	-0.1	-0.1	
PUPILS TESTED [4]	81	102	110	135		81	100	112	133		81	100	112	133	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	04	07	09	13	19	17	04	25
2	07	01	05	08	22	27	18	06	05
3	03	06	08	09	13	21	17	13	07
4	01	07	14	09	20	14	18	06	11
5	03	05	06	12	23	23	12	08	08
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	08	08	07	23	10	12	03	27
2	01	06	07	11	13	17	21	11	12
3	01	05	05	11	14	18	20	14	11
4	04	01	07	10	12	11	22	22	10
5	0	08	09	11	10	17	13	16	14
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	0	06	14	19	18	21	10	10
2	0	05	06	11	22	20	18	10	05
3	0	07	09	10	14	10	25	08	16
4	01	08	07	10	09	18	19	17	11
5	03	06	12	15	15	18	18	08	06
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

* 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: LEISURE CITY EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1246	27.8	22.1	50.1	32.0	91.3	2	65	25	16.9	9.2	73.9	17.1	6.5	142	668	132
1973-74	1242	29.3	15.8	54.9	30.5	91.2	2	48	25	22.9	0.0	77.1	18.2	6.4	167	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	260	166*	186	174*	166	173*	160	184*	174	199*		
READING MEDIAN	1.3	1.6*	1.5	1.9*	2.8	3.1*	3.3	3.6*	4.8	4.4*		
MATH COMPUTATION MEDIAN	1.6	1.6*	2.4	2.7*	3.9	3.4*	4.3	4.3*	5.2	5.3*		
MATH CONCEPTS MEDIAN [2]	1.4	NA	2.0	NA	3.6	NA	3.7	NA	5.2	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.3	-0.1	+0.0	-0.2		-0.1	+0.1	+0.0	+0.0		-0.4	+0.0	-0.2	-0.1	
PUPILS TESTED [4]	125	124	126	133		132	123	125	135		134	124	124	135	

1. In 1973-74 one half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR LEISURE CITY EL

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	25	16	17	16	13	07	0	0	01
2	25	26	13	07	10	06	05	04	01
3	22	18	14	20	10	09	03	0	0
4	10	22	20	15	16	09	06	03	0
5	12	15	19	17	11	13	09	0	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	11	18	18	13	15	07	12	03	03
2	07	20	13	20	13	15	07	03	0
3	06	12	15	11	27	14	07	04	04
4	07	09	18	25	16	13	07	04	01
5	05	16	16	21	13	13	07	0	04
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	11	14	24	16	12	09	06	05	05
2	17	22	17	16	11	10	04	0	01
3	07	14	15	18	18	08	11	04	05
4	06	21	15	18	16	13	08	0	0
5	10	11	22	22	14	09	07	03	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

500

* 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: LEWIS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	907	41.2	23.4	35.4	60.7	91.2	2	41	26	34.1	9.7	56.2	20.9	4.6	155	622	130
1973-74	958	39.8	22.9	37.3	24.9	91.7	1	33	24	30.3	3.0	66.7	20.1	5.0	149	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	148	143	130	129	154	164	144	170	132	163		
READING MEDIAN	1.4	1.3	2.1	1.9	2.3	2.8	3.3	3.9	4.9	4.9		
MATH COMPUTATION MEDIAN	2.0	1.9	2.8	3.0	3.3	3.7	4.3	4.8	5.6	5.2		
MATH CONCEPTS MEDIAN [2]	1.9	NA	2.7	NA	3.1	NA	3.5	NA	5.2	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	-0.1	-0.3	+0.1		+0.0	-0.1	-0.2	+0.1		+0.1	-0.3	-0.4	-0.1	
PUPILS TESTED [4]	103	86	105	95		103	86	109	94		103	86	109	93	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C6	16	24	26	18	04	04	0	0
2	11	20	25	17	11	14	0	01	01
3	12	29	25	11	13	03	05	C1	0
4	C8	25	25	20	12	03	05	0	01
5	06	10	20	22	24	05	04	C6	04
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	10	08	15	24	16	11	C6	09
2	05	13	17	14	13	20	15	0	0
3	0	18	18	23	20	12	05	0	0
4	04	14	25	20	19	12	05	C1	0
5	0	08	19	23	16	15	13	C1	05
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C3	07	12	19	18	16	16	07	01
2	C	14	14	18	23	14	09	03	0
3	06	19	22	18	17	12	05	01	01
4	06	19	24	20	13	13	03	0	01
5	06	10	18	26	14	11	08	04	03
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI HTS EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1030	14.6	32.7	52.7	16.1	93.0	2	48	14	25.0	8.3	66.7	32.6	8.1	106	778	5
1973-74	1060	13.5	34.8	51.7	19.1	93.0	2	45	20	26.1	0.0	73.9	31.3	8.2	104	NA	NA

503

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	131	113	106	117	146	157	121	168	190	176		
READING MEDIAN	1.4	1.7	2.4	2.5	3.6	3.4	4.8	3.8	5.2	5.3		
MATH COMPUTATION MEDIAN	1.6	2.1	2.8	3.1	3.7	3.8	4.6	4.6	5.2	5.9		
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.8	NA	3.9	NA	4.7	NA	5.2	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	+0.1	+0.4	-0.1		-0.3	-0.3	+0.1	-0.4		-0.2	+0.1	+0.3	-0.3	
PUPILS TESTED [4]	78	97	104	150		77	94	106	149		76	94	106	149	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR MIAMI HTS EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	10	18	22	15	18	09	06	01	01
2	13	11	21	18	16	08	05	04	04
3	09	08	17	19	18	18	04	05	03
4	06	15	14	22	15	13	09	05	01
5	07	14	19	15	19	16	06	05	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	19	16	19	15	11	08	04	01
2	05	21	18	11	17	14	07	05	0
3	05	13	23	16	23	09	06	05	01
4	03	13	17	26	19	08	06	05	03
5	04	13	17	27	16	10	07	05	01
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	12	18	17	12	15	08	07	03
2	04	12	10	22	21	15	07	06	0
3	06	09	15	21	18	13	11	07	01
4	04	19	08	22	18	14	08	03	05
5	07	10	17	24	21	15	05	0	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

504

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very h levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

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SCHOOL YEAR — 1974-75

SCHOOL: MOTON EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	641	36.8	15.5	47.7	14.0	92.5	1	31	19	25.8	6.4	67.8	31.2	7.4	86	802	58
1973-74	636	44.1	14.5	41.4	18.1	92.9	1	29	24	27.6	6.9	65.5	25.0	6.4	89	NA	NA

505

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED									178	164	349	307
READING MEDIAN									5.0	5.0	6.2	5.8
MATH COMPUTATION MEDIAN									5.5	5.2	6.4	6.2
MATH CONCEPTS MEDIAN [2]		NA		NA		NA		NA	5.4	NA	6.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE				+0.0	-0.1				-0.1	-0.2				-0.1	-0.3
PUPILS TESTED [4]				141	290				139	286				139	286

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	10	10	16	22	13	13	06	07	03
6	05	12	15	20	19	13	06	05	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	0	17	16	18	15	09	10	08	04
6	04	07	20	17	19	15	09	04	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--
5	14	10	18	12	17	13	07	06	04
6	06	15	14	14	21	14	07	05	05
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: NARANJA EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	941	39.4	40.4	20.2	20.4	93.0	1	43	21	23.2	9.3	67.5	17.5	3.7	105	615	73
1973-74	775	53.2	20.8	26.0	33.0	92.2	1	29	24	31.0	0.0	69.0	27.8	3.9	99	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	53	79	110	106	136	97	136	108	142	93	125	116
READING MEDIAN	1.9	1.5	2.1	2.6	3.0	2.4	3.8	3.8	5.2	4.4	5.6	5.6
MATH COMPUTATION MEDIAN	2.7	1.7	2.8	3.5	4.1	4.4	4.6	4.6	5.1	5.0	5.9	6.0
MATH CONCEPTS MEDIAN [2]	2.4	NA	2.5	NA	4.5	NA	4.5	NA	4.5	NA	5.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	−0.2	+0.7	+0.1	−0.2	+0.1	+0.0	+0.3	−0.6	−0.1	+0.3	+0.3	+0.7	−0.4	−0.2
PUPILS TESTED [4]	75	96	102	109	99	74	96	102	109	99	74	96	102	109	99

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	0	16	38	24	11	05	0
2	05	30	19	16	11	11	04	01	04
3	03	17	28	20	16	09	04	01	03
4	11	23	11	15	17	08	07	0	06
5	05	18	18	12	14	18	09	04	0
6	05	12	21	18	26	08	05	05	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	04	05	0	16	11	33	11	18
2	07	09	17	15	18	15	10	05	04
3	01	04	18	14	28	24	06	04	01
4	01	11	12	28	16	15	07	05	04
5	04	14	18	25	12	12	06	06	03
6	06	10	16	28	12	15	06	0	04
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	04	13	13	24	16	18	13
2	06	17	14	15	11	14	10	06	07
3	0	04	04	23	28	22	16	04	01
4	01	17	07	21	16	09	06	13	09
5	07	16	21	21	16	10	05	03	01
6	08	14	22	26	14	08	04	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PALMETTO EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	705	25.7	6.6	67.7	7.3	92.1	2	35	14	17.1	2.9	80.0	33.3	12.3	88	1011	4
1973-74	696	22.7	4.1	73.2	6.0	94.0	1	27	16	22.0	0.0	78.0	32.3	11.3	89	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	64	72*	83	94*	93	102*	100	121*	121	131*		
READING MEDIAN	2.2	1.9*	2.6	3.2*	4.5	4.6*	5.2	5.6*	7.7	7.1*		
MATH COMPUTATION MEDIAN	2.4	2.3*	2.9	3.1*	4.6	4.9*	6.0	5.8*	7.8	7.0*		
MATH CONCEPTS MEDIAN [2]	2.4	NA	3.4	NA	5.0	NA	5.8	NA	7.7	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	+0.3	+0.2	+0.6		-0.3	+0.3	+0.3	+0.6		+0.1	+0.4	+0.5	+0.9	
PUPILS TESTED [4]	64	82	91	109		65	77	91	109		65	77	91	109	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	0	05	06	23	17	12	09	20
2	06	13	18	11	11	07	20	08	07
3	0	01	04	17	23	25	13	09	07
4	04	06	09	21	18	15	09	10	08
5	01	0	05	06	12	19	29	12	12
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	03	05	11	17	13	23	09	11
2	06	12	12	16	15	20	08	04	07
3	0	04	08	13	20	16	08	19	09
4	05	07	08	10	14	13	15	13	13
5	03	03	04	13	13	13	18	10	22
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	0	08	08	17	20	17	09	17
2	09	06	09	15	04	16	19	11	11
3	0	03	08	14	12	23	17	14	07
4	0	09	04	15	14	13	12	18	13
5	04	03	05	08	12	16	13	18	22
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PERRINE EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	MA. % WITH DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	498	20.4	12.8	66.8	22.9	93.6	1	24	7	20.8	8.3	70.9	33.3	7.5	104	780	7
1973-74	495	24.2	10.1	65.7	23.0	93.9	1	19	16	21.0	5.3	73.7	23.8	6.1	109	NA	NA

511

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	89	85	79	81	92	82	79	104				
READING MEDIAN	1.6	1.7	4.0	2.6	3.8	3.8	5.4	4.2				
MATH COMPUTATION MEDIAN	2.0	2.6	3.7	3.7	3.3	4.3	5.2	5.1				
MATH CONCEPTS MEDIAN [2]	2.0	NA	4.0	NA	3.6	NA	5.4	NA		NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.8	+0.1	+0.5			+0.2	-0.8	-0.1			+0.5	-0.4	+0.1		
PUPILS TESTED [4]	57	70	58			60	75	59			60	57	59		

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	13	11	21	13	12	18	05	08	0
2	0	12	05	08	15	12	21	07	19
3	04	12	10	14	16	12	09	20	03
4	05	05	12	17	13	19	17	04	08
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	04	20	16	07	15	16	13	04	07
2	0	08	12	06	13	13	12	14	21
3	03	20	20	22	16	14	04	0	0
4	0	10	13	17	20	13	10	11	04
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	01	13	22	20	19	12	07	03
2	01	07	07	07	14	19	16	08	21
3	04	12	16	12	20	12	10	04	10
4	04	05	13	14	12	17	18	10	07
5	--	--	--	--	--	--	--	--	--
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

512

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PINECREST EL

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS F.L.A. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	807	0.2	6.2	93.6	8.6	95.4	2	35	13	22.8	5.7	71.5	26.3	10.6	99	802	3
1973-74	828	0.4	7.2	92.4	14.1	95.0	2	32	20	25.0	6.3	68.7	28.9	9.8	103	NA	NA

513

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	105	87	96	93	95	102	107	129	145	136	135	148
READING MEDIAN	2.2	2.2	3.3	3.7	4.5	4.7	5.9	5.8	7.6	7.6	9.5	10.2
MATH COMPUTATION MEDIAN	2.6	2.4	2.9	3.4	4.7	4.6	6.4	6.7	7.5	7.8	10.5	9.4
MATH CONCEPTS MEDIAN [2]	2.7	NA	3.4	NA	5.2	NA	6.8	NA	7.5	NA	9.6	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.1	+0.0	+0.5	+0.5	+0.1	-0.3	+0.4	+0.5	+0.0	+0.6	-0.1	+0.6	+0.8	+0.0	+0.7
PUPILS TESTED [4]	77	79	84	123	124	78	80	86	122	123	78	80	86	122	123

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	08	06	14	12	22	19	06	12
2	0	06	07	14	13	25	14	06	09
3	0	05	06	11	19	22	25	06	05
4	01	03	04	10	23	17	17	10	14
5	01	01	03	11	15	25	19	12	12
6	01	01	01	12	14	21	17	14	18
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	06	03	06	17	14	18	05	25
2	0	06	07	17	30	15	11	04	09
3	0	01	03	13	12	29	21	11	09
4	01	03	04	08	14	20	22	16	13
5	0	03	05	07	18	16	22	14	15
6	01	0	0	08	11	21	16	16	24
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	03	0	09	17	18	21	17	14
2	0	04	08	07	21	21	18	14	07
3	0	0	01	10	15	26	20	13	14
4	01	01	04	04	10	17	19	23	21
5	0	0	04	10	22	20	14	15	14
6	0	01	03	06	11	20	11	15	32
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PINE VILLA EL

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1073	92.9	1.3	5.8	13.0	92.8	2	44	29	34.0	0.0	66.0	22.5	8.4	135	631	201
1973-74	1006	92.7	1.2	6.1	17.8	94.4	2	41	30	31.7	0.0	68.3	18.2	6.7	129	NA	NA

515

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	135	130*	121	127*	147	143*	147	136*	174	124*	141	146*
READING MEDIAN	1.2	1.6*	1.8	2.1*	2.2	2.7*	2.9	3.4*	3.0	4.3*	4.2	4.8*
MATH COMPUTATION MEDIAN	1.2	1.6*	1.7	2.3*	3.0	2.9*	3.7	3.7*	4.3	4.7*	4.6	5.1*
MATH CONCEPTS MEDIAN [2]	1.4	NA	2.0	NA	2.7	NA	3.2	NA	3.7	NA	4.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	+0.0	-0.1	-0.5	-0.1	-0.5	+0.0	-0.1	-0.3	-0.2	-0.1	-0.2	-0.1	-0.2	-0.2
PUPILS TESTED [4]	109	124	127	143	117	106	124	127	143	117	106	124	127	143	117

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	19	27	19	19	08	03	0	01	0
2	20	23	19	17	14	03	03	0	0
3	16	33	16	15	11	06	01	0	0
4	13	28	31	12	12	03	0	0	01
5	21	29	31	10	05	0	01	0	01
6	14	25	33	12	09	03	04	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	13	23	26	15	08	07	04	01	03
2	22	34	17	12	12	03	01	0	0
3	07	22	24	19	11	09	05	01	0
4	13	26	22	15	11	11	01	01	01
5	11	25	39	14	07	0	01	0	0
6	12	21	34	16	10	04	0	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	09	08	24	22	16	16	03	01	01
2	13	30	21	17	10	07	0	01	0
3	09	28	24	18	09	09	01	01	01
4	10	23	34	16	12	03	0	0	0
5	26	24	28	15	03	03	01	0	0
6	19	33	18	20	04	0	0	01	01
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: REDLAND EL

517

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1065	[illegible].5	12.8	82.7	25.5	91.9	2	47	19	19.1	8.5	72.4	28.0	7.5	118	714	68
1973-74	950	6.4	15.7	77.9	36.6	91.8	2	38	15	23.7	5.3	71.0	26.7	7.2	130	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	117	94	139	107	141	112	119	110	170	129	162	124
READING MEDIAN	1.4	1.7	2.2	2.1	3.2	3.2	4.5	4.9	5.7	5.2	6.5	6.8
MATH COMPUTATION MEDIAN	1.6	2.1	2.5	2.5	3.5	3.8	4.8	5.4	5.6	5.7	6.7	6.9
MATH CONCEPTS MEDIAN [2]	1.7	NA	2.3	NA	3.4	NA	4.5	NA	5.2	NA	6.5	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	-0.2	-0.1	-0.2	-0.1	-0.4	-0.5	+0.1	-0.8	-0.1	-0.7	-0.4	-0.3	-0.8	-0.3
PUPILS TESTED [4]	93	98	91	116	129	92	96	91	115	128	92	96	91	115	128

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	15	18	19	20	13	07	05	C1	01
2	16	19	11	16	15	C6	C9	C6	C1
3	C4	21	16	16	18	15	05	0	03
4	10	14	15	17	19	13	06	C3	0
5	08	08	16	16	15	15	11	C6	0
6	C	C7	13	21	25	15	10	C5	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	C7	16	21	21	19	C9	04	C1	01
2	04	15	20	20	18	19	0	0	0
3	05	11	26	20	26	11	0	0	0
4	08	07	17	24	15	10	C9	C6	04
5	07	16	13	18	15	18	07	03	04
6	0	07	15	18	17	19	12	C4	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	09	25	19	22	13	04	01	0
2	08	15	17	26	15	10	08	01	0
3	05	11	18	27	19	14	03	03	01
4	C	22	08	22	22	12	05	05	0
5	07	09	19	28	14	12	07	03	01
6	C1	C9	15	26	21	13	11	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

518

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines -- 4, 5, and 6 -- denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: REDONDO EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	543	22.5	10.2	67.3	39.9	89.7	1	25	13	20.0	4.0	76.0	40.0	6.3	97	849	91
1973-74	481	24.9	17.6	57.5	40.0	91.9	1	18	11	22.2	0.0	77.8	22.7	6.1	103	NA	NA

519

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	68	72*	78	78*	75	86*	69	50*	75	54*		
READING MEDIAN	1.4	1.7*	2.4	2.3*	3.3	3.4*	3.8	4.2*	4.9	5.2*		
MATH COMPUTATION MEDIAN	1.9	1.9*	2.5	2.9*	3.3	3.1*	4.6	4.7*	5.7	5.8*		
MATH CONCEPTS MEDIAN [2]	1.9	NA	2.5	NA	3.7	NA	4.5	NA	5.6	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.4	+0.0	-0.2	-0.2		-0.3	-0.2	+0.4	+0.1		-0.4	-0.1	+0.4	+0.0	
PUPILS TESTED [4]	58	59	57	50		59	59	57	50		59	59	57	50	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	11	21	18	11	19	10	08	01	01
2	15	18	13	14	20	13	01	05	01
3	05	24	15	14	19	15	05	04	0
4	05	16	24	21	14	04	10	01	03
5	05	08	23	23	25	07	04	01	04
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	11	16	15	16	14	11	03	08
2	04	19	18	15	22	19	04	0	0
3	04	20	17	27	14	07	07	01	01
4	08	11	21	22	18	13	01	05	01
5	03	08	19	11	21	17	11	09	01
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	05	07	18	12	25	19	08	01	04
2	09	18	13	16	22	14	05	03	01
3	0	10	16	14	27	17	09	0	01
4	03	15	22	14	14	19	07	04	01
5	01	19	13	15	23	20	05	01	03
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

520

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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SCHOOL YEAR — 1974-75

SCHOOL: RICHMOND EL

521

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	662	76.1	4.2	19.7	11.9	90.8	1	32	17	25.0	3.1	71.9	16.1	9.4	113	792	143
1973-74	635	72.5	4.0	23.5	19.4	93.3	1	23	15	26.1	0.0	73.9	7.4	8.6	110	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]

GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	76	70	83	75	95	98	87	70	74	74	71	96
READING MEDIAN	1.3	1.2	2.1	2.0	2.1	2.9	3.5	3.5	4.5	4.1	5.3	4.5
MATH COMPUTATION MEDIAN	1.5	1.5	2.8	2.4	2.9	3.7	4.3	4.5	4.6	4.3	5.2	5.1
MATH CONCEPTS MEDIAN [2]	1.5	NA	2.7	NA	2.4	NA	4.2	NA	5.0	NA	5.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]

SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.0	−0.4	−0.2	−0.2	+0.3	+0.4	−0.5	+0.2	−0.6	+0.3	+0.3	−0.4	+0.5	−0.3	+0.1
PUPILS TESTED [4]	69	80	77	61	64	69	79	76	61	64	69	79	77	61	64

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

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1974-75 SCHOOL YEAR RICHMOND EL

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	13	46	21	08	04	*01	0	01
2	16	19	23	17	13	07	03	0	0
3	13	52	13	12	06	0	01	0	01
4	11	21	22	26	11	06	0	01	0
5	05	12	22	28	20	07	05	01	0
6	07	14	18	35	13	07	04	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	24	21	20	16	05	0	04	01
2	03	15	09	23	22	07	11	01	09
3	07	31	22	24	07	07	0	0	0
4	06	17	17	21	12	18	04	03	0
5	03	11	38	26	13	04	04	01	0
6	0	23	28	21	17	06	04	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	07	13	16	38	12	08	04	01	01
2	03	05	17	20	24	20	07	03	0
3	14	28	22	15	12	06	0	01	0
4	04	14	12	26	19	15	05	03	0
5	12	18	17	24	20	08	01	0	0
6	07	31	17	20	15	07	01	01	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

522

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: SOUTH MIAMI HTS EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1020	9.8	26.4	63.8	14.4	94.0	2	47	13	23.4	10.5	66.0	28.5	8.4	101	746	3
1973-74	1049	9.1	21.9	69.0	16.2	94.0	2	42	20	23.8	2.4	73.8	27.9	8.5	98	NA	NA

523

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	101	135	62	148	23	145	131	139	124	147	139	120
READING MEDIAN	2.1	2.1	3.1	2.9	3.7	3.6	4.6	4.4	5.6	5.6	6.2	6.5
MATH COMPUTATION MEDIAN	2.2	2.1	3.0	2.8	3.9	4.5	5.6	5.5	6.5	6.7	6.6	7.5
MATH CONCEPTS MEDIAN [2]	2.2	NA	3.4	NA	3.7	NA	5.2	NA	5.9	NA	5.2	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	-0.3	-0.1	-0.1	-0.2	+0.0	+0.2	+0.1	+0.1	-0.6	+0.0	-0.3	-0.1	-0.3	-0.8
PUPILS TESTED [4]	50	17	107	104	109	50	17	107	104	109	50	17	107	104	109

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	03	07	11	15	19	11	27	03
2	06	07	14	14	25	19	10	06	01
3	03	07	12	22	20	19	09	04	03
4	03	11	17	19	20	11	11	03	05
5	03	06	18	19	30	10	09	03	0
6	05	13	14	22	14	14	09	05	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	05	06	13	12	22	06	26	09
2	05	06	10	22	24	11	10	06	06
3	0	07	07	12	17	22	19	11	06
4	03	08	09	15	19	15	14	11	06
5	01	08	13	15	17	16	21	05	04
6	01	11	19	17	16	16	11	07	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	04	04	13	11	18	13	30	06
2	11	09	08	14	18	17	12	09	01
3	0	03	12	20	26	17	07	06	07
4	01	08	08	21	14	23	09	07	05
5	06	10	14	19	22	17	08	0	03
6	06	14	16	13	18	20	09	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: WEST HOMESTEAD EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	756	39.8	16.3	43.9	58.5	91.3	1	43	26	23.2	6.9	69.9	24.3	6.3	134	800	165
1973-74	707	38.8	12.8	48.4	71.9	92.5	1	27	17	25.9	3.7	70.4	20.0	5.7	117	NA	NA

525

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	72	110*	107	79*	90	82*	90	89*	110	91*		
READING MEDIAN	1.3	1.6*	1.9	2.1*	2.2	2.5*	3.3	3.6*	4.2	4.4*		
MATH COMPUTATION MEDIAN	1.5	1.7*	2.3	2.3*	2.9	2.9*	4.1	4.2*	5.0	4.7*		
MATH CONCEPTS MEDIAN [2]	1.4	NA	2.2	NA	3.0	NA	3.5	NA	5.0	NA		NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	-0.2	-0.4	+0.1	-0.1		-0.2	-0.3	+0.2	-0.2		-0.3	-0.4	-0.1	-0.4	
PUPILS TESTED [4]	77	62	63	78		78	62	63	78		78	62	62	78	

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	10	22	31	18	16	0	0	0	01
2	13	24	27	12	10	07	04	03	01
3	27	27	09	14	11	07	03	03	0
4	08	20	27	11	11	16	0	04	0
5	09	09	32	15	18	10	06	01	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	06	24	25	13	15	10	07	0	01
2	10	13	25	15	19	09	07	01	01
3	06	27	27	21	11	07	01	0	0
4	03	19	18	28	18	10	01	0	0
5	01	15	31	17	15	13	06	0	03
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	09	19	22	19	14	10	06	01	0
2	11	25	20	12	13	12	03	04	01
3	16	19	20	14	14	10	05	0	0
4	03	19	30	11	12	11	10	01	01
5	15	12	18	19	18	09	07	01	0
6	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: WHISPERING PINES EL

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	978	2.8	7.4	89.8	11.2	92.5	2	37	13	21.6	0.0	78.4	22.8	6.6	93	671	14
1973-74	968	3.5	10.3	86.2	20.7	94.1	2	35	19	22.9	0.0	77.1	25.6	5.6	98	NA	NA

ACHIEVEMENT TRENDS: GRADE EQUIVALENT SCORES [1]												
GRADE	1		2		3		4		5		6	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED	86	102	121	109	95	134	124	146	151	133	140	142
READING MEDIAN	2.2	2.0	3.0	3.1	4.5	3.9	4.6	4.9	6.6	6.3	7.7	7.6
MATH COMPUTATION MEDIAN	2.1	2.4	3.1	3.4	4.6	4.6	6.0	6.0	6.7	6.4	7.8	7.5
MATH CONCEPTS MEDIAN [2]	2.0	NA	2.9	NA	4.5	NA	4.9	NA	7.1	NA	7.7	NA
NATIONAL NORM	1.8	1.8	2.8	2.8	3.8	3.8	4.8	4.8	5.8	5.8	6.8	6.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS — 1974-75 [3]															
SUBJECT	READING					MATH COMPUTATION					MATH CONCEPTS				
GRADE	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
DIFFERENCE	+0.2	+0.2	-0.1	+0.1	-0.1	-0.1	+0.0	+0.5	-0.1	+0.0	-0.2	+0.0	-0.2	+0.1	+0.4
PUPILS TESTED [4]	90	84	107	125	113	89	83	107	124	113	89	83	107	124	113

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the two tests are not strictly comparable.

2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.

3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -0.3 through +0.3 grade equivalent units should generally be discounted and interpreted as "about as expected."

4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75. The requisite that pupils be tested for two consecutive years prevents the derivation of an expected score, and thus a difference, at grade one.

1974-75 SCHOOL YEAR WHISPERING PINES EL

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	03	03	13	14	14	15	15	07	16
2	04	06	15	17	15	10	15	08	10
3	0	03	04	09	21	24	11	15	09
4	03	08	15	20	17	16	13	05	0
5	0	05	11	16	13	17	18	11	07
6	01	0	08	16	24	21	13	11	06
NATL NORM	4	7	12	17	20	17	12	7	4
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	0	0	14	17	31	12	19	0	05
2	0	04	11	18	21	21	14	04	06
3	01	05	06	12	16	34	14	07	04
4	01	03	06	14	17	17	15	19	09
5	0	05	07	08	14	24	20	09	12
6	01	04	12	16	13	23	16	09	08
NATL NORM	4	7	12	17	20	17	12	7	4
	STANINE								

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
1	01	0	04	18	30	24	11	07	0
2	04	03	10	24	17	14	09	08	10
3	01	05	07	15	23	13	14	10	10
4	0	08	10	21	15	19	08	13	05
5	03	04	10	12	13	20	18	13	07
6	01	04	06	17	18	16	20	10	09
NATL NORM	4	7	12	17	20	17	12	7	4
	STANINE								

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: CUTLER RIDGE JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE *	ATTENDANCE RATE *	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2012	18.5	5.1	76.4	10.5	92.4	4	98	29	20.4	5.1	74.5	35.6	8.0	137	785	7
1973-74	1985	16.1	4.9	79.0	11.1	92.6	5	92	29	20.6	3.3	76.1	30.7	7.0	139	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]

GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			591	561	573	606	604	604
READING MEDIAN			48.0	50.0	52.0	46.0	44.0	56.0
MATH COMPUTATION MEDIAN			50.0	52.0	40.0	48.0	48.0	58.0
MATH CONCEPTS MEDIAN [2]		NA	54.0	NA	46.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]

SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+0.6	+1.6	-1.4		+6.5	-2.1	-0.9		+9.9	+0.8	NA
PUPILS TESTED [4]		489	463	501		487	463	500		488	463	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	04	06	13	19	22	18	09	08	02
8	04	06	12	16	18	18	12	07	06
9	05	08	14	18	19	16	09	08	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	03	07	13	16	19	13	15	07	07
8	07	10	15	18	15	14	09	06	06
9	01	09	12	18	19	14	13	07	06
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	02	10	08	17	20	17	11	06	10
8	04	09	15	15	18	19	10	05	05
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

530

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: HOMESTEAD JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2358	33.5	17.9	48.6	40.1	84.6	5	101	33	22.7	5.9	71.4	33.6	6.6	201	749	37
1973-74	2109	38.0	13.7	48.3	32.6	86.1	5	87	34	28.7	1.2	70.1	31.1	5.8	181	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			646	544*	620	432*	418	447*
READING MEDIAN			28.0	5.9*	24.0	6.7*	28.0	7.1*
MATH COMPUTATION MEDIAN			23.0	6.3*	22.0	7.0*	32.0	7.7*
MATH CONCEPTS MEDIAN [2]		NA	14.0	NA	18.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+1.0	+0.0	+0.7		-3.5	-3.3	+1.7		-4.8	-2.7	NA
PUPILS TESTED [4]		504	457	286		502	457	286		502	457	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	08	15	20	18	19	12	04	02	01
8	12	15	18	19	14	13	07	03	01
9	08	16	20	22	12	10	06	04	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	09	21	20	19	16	09	03	01	02
8	12	19	23	18	13	09	04	01	01
9	02	18	20	23	19	08	06	02	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	11	32	16	20	09	06	03	02	01
8	15	18	25	14	11	10	05	01	*0
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

532

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MAYS JR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2187	38.5	16.9	44.6	28.1	90.1	5	101	33	26.7	6.9	66.4	40.6	6.4	176	750	47
1973-74	2071	36.7	13.7	49.6	21.5	90.7	5	91	38	23.1	4.4	72.5	28.9	5.4	152	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			512	625	487	607	484	524
READING MEDIAN			32.0	34.0	30.0	34.0	30.0	36.0
MATH COMPUTATION MEDIAN			32.0	26.0	23.0	32.0	34.0	36.0
MATH CONCEPTS MEDIAN [2]		NA	23.0	NA	26.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

533

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-2.2	-3.1	-2.9		-2.3	-2.4	-1.5		-1.1	+0.5	NA
PUPILS TESTED [4]		368	366	357		366	367	357		368	365	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	08	12	19	18	19	13	05	03	01
8	09	17	18	18	18	10	05	04	01
9	09	16	20	18	15	08	08	04	02
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	09	16	16	18	20	11	05	02	02
8	14	19	17	22	10	09	04	02	02
9	02	19	19	20	18	10	07	02	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	09	21	13	24	13	09	06	03	02
8	13	18	20	16	14	10	05	03	01
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

534

★ 0 — At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: PALMETTO JR

	STUDENT TRENDS						STAFF TRENDS								ORGANIZATIONAL TRENDS		
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	2194	7.0	3.2	89.8	8.9	94.1	5	93	27	17.2	6.4	76.4	40.2	7.5	167	741	2
1973-74	2161	8.0	2.9	89.1	8.2	94.0	5	85	27	18.8	5.9	75.3	39.6	6.8	152	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			675	645*	663	658*	653	680*
READING MEDIAN			64.0	9.5*	62.0	11.0*	70.0	12.4*
MATH COMPUTATION MEDIAN			62.0	8.9*	68.0	9.6*	72.0	10.9*
MATH CONCEPTS MEDIAN [2]		NA	70.0	NA	64.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

535

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		+2.1	+1.6	+1.1		+4.7	+2.5	+1.6		+6.4	+3.1	NA
PUPILS TESTED [4]		552	561	560		552	561	560		552	561	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

1974-75 SCHOOL YEAR PALMETTO JR

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	02	03	08	11	24	23	17	08	05
8	01	03	07	13	22	20	18	09	08
9	*0	03	05	10	16	25	18	10	12
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	02	07	07	14	18	15	11	09	16
8	03	04	06	12	17	18	15	14	11
9	01	02	07	12	19	20	13	19	07
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	02	06	08	12	14	17	20	13	07
8	02	04	07	11	17	19	18	08	13
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

536

* 0 – At least one pupil but less than 0.5% scoring in this stanine.

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: REDLAND JR

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	1150	20.5	11.8	67.7	26.2	90.6	4	63	26	20.6	4.7	74.7	34.4	7.6	286	868	89
1973-74	1069	21.6	10.9	67.5	25.9	89.2	4	49	39	16.3	4.1	79.6	31.1	6.4	220	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES [1]								
GRADE	6		7		8		9	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			334	321	315	323	332	290
READING MEDIAN			34.0	40.0	38.0	34.0	38.0	38.0
MATH COMPUTATION MEDIAN			36.0	34.0	30.0	32.0	36.0	38.0
MATH CONCEPTS MEDIAN [2]		NA	28.0	NA	26.0	NA	NA	NA
NATIONAL NORM	6.8	6.8	50%	50% 7.8	50%	50% 8.8	50%	50% 9.8

537

DIFFRENCE IN EXPECTED AND ATTAINED MEANS – 1974-75 [3]												
SUBJECT	READING				MATH COMPUTATION				MATH CONCEPTS			
GRADE	6	7	8	9	6	7	8	9	6	7	8	9
DIFFERENCE		-3.6	-1.4	+0.9		-1.2	-2.9	-0.9		-4.0	-4.0	NA
PUPILS TESTED [4]		265	262	256		264	263	257		264	263	NA

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value. Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
2. Math Concepts is a subtest administered to grades one through eight for the first time in 1974-75.
3. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through +2 percentile units should generally be discounted and interpreted as "about as expected." Scores shown for 6 th grade are grade equivalents; scores for higher grades are percentiles.
4. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	09	11	17	22	18	14	05	03	02
8	09	15	16	16	21	11	04	03	04
9	07	14	15	18	20	14	06	04	01
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	04	17	13	22	19	11	08	03	02
8	11	19	14	20	14	10	06	03	03
9	01	16	17	21	16	11	12	03	03
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	06	20	16	21	18	08	07	02	02
8	12	17	24	12	12	11	06	02	02
9	0	0	0	0	0	0	0	0	0
10	--	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

538

★ 0 – At least one pupil but less than 0.5% scoring in this stanine.

Stanine scores are converted scores that use essentially the same metric, or unit, from one grade to another. This constant unit enables scores to be organized in a consistent fashion from one, grade to another as shown in the charts above. Stanine scores are derived by dividing the range of skill encompassed by each grade-level test into nine equal portions. The middle three stanines – 4, 5, and 6 – denote "about average" levels of achievement. Grade-level performance at each grade is at about the middle of stanine five. The lower three stanines denote progressively lower, and the three higher stanines progressively higher, levels of achievement. Stanines one and two include very low scores and, to the extent that the test scores are valid, indicate relatively strong skill deficits. Stanines eight and nine indicate very high levels of skill. Pupils scoring in stanine one answer only at about chance level of the test; that is , in about the score range expected by marking answers without reading the questions. Stanine nine scores indicate near perfect performance; that is, answering almost all questions correctly.

The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

By inspecting the stanine distribution at each grade level for the school, one may develop a notion about the heterogeneity of achievement levels at that grade. No matter what the school achievement average, most schools will have some pupils at the lower and some at the higher stanines.

SCHOOL YEAR — 1974-75

SCHOOL: MIAMI PALMETTO SR

	STUDENT TRENDS							STAFF TRENDS								ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH M.A. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	3916	10.0	3.4	86.6	12.3	92.6	6	180	46	11.1	6.1	82.8	46.0	9.5	157	846	4
1973-74	3713	10.6	2.2	87.2	12.6	91.2	6	169	50	10.1	6.5	83.4	42.8	8.7	148	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			1185	1286	1066	1093	754	826
READING MEDIAN			64.0	64.0	64.0	62.0	70.0	66.0
MATHEMATICS MEDIAN			62.0	64.0	64.0	70.0	74.0	72.0
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		+0.5	+2.1	+1.2		+0.6	+2.3	+0.8
PUPILS TESTED [3]		1000	936	648		1000	935	648

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

2. The difference is found by subtracting the expected score from the actual score. Positive and negative differences indicate, respectively, the extent to which pupils scored higher or lower than similar pupils attending other Dade schools. Differences from -2 through+2 percentile units should generally be discounted and interpreted as "about as expected."

3. The number of pupils included in the difference score will typically be less than the number tested in 1974-75. The difference (actual - minus - expected) is computed only for pupils tested in 1973-74 and 1974-75.

539

1974-75 SCHOOL YEAR MIAMI PALMETTO SR

PERCENTAGE DISTRIBUTION OF READING STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	02	03	08	13	19	23	14	10	09
11	02	04	07	12	18	22	18	09	09
12	02	04	06	10	18	20	20	15	06
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH COMPUTATION STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	01	03	06	16	21	17	13	16	07
11	02	04	07	12	20	16	21	09	10
12	01	05	07	09	16	13	22	13	13
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION OF MATH CONCEPTS STANINES BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

540

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The percentage of pupils in the national norm group scoring in each stanine is shown to the right of the term "NATL NORM GRP" shown above. Note that stanines four, five, and six include the middle 54 percent of the pupils tested in the normative populations, and that the more extreme stanines contain progressively smaller percentages. The percentage of pupils at or below any particular stanine may be computed by adding all percents up to and including that stanine. For example, 23 percent of the normative group scored at or below stanine three (4% + 7% + 12% = 23%).

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SCHOOL YEAR — 1974-75

SCHOOL: SOUTH DADE SR

	STUDENT TRENDS						STAFF TRENDS									ORGANIZATIONAL TRENDS	
SCHOOL YEAR	AVERAGE DAILY MEMBERSHIP	% BLACK	% HISPANIC	% WHITE AND OTHER	TRANSIENCY RATE %	ATTENDANCE RATE %	ADMINISTRATORS	INSTRUCTIONAL STAFF	OTHER PERSONNEL	% BLACK	% HISPANIC	% WHITE AND OTHER	% WITH MA. DEGREE OR HIGHER	AVG. YEARS FLA. TEACHING EXPERIENCE	% PLANT UTILIZATION	OPERATING EXPENSES PER PUPIL	CONTRACTED EXPENSES PER PUPIL
1974-75	3249	35.5	5.7	58.8	33.5	89.0	6	150	51	13.3	4.6	82.1	36.2	7.0	198	902	21
1973-74	3039	36.2	4.7	59.1	38.7	87.6	6	130	72	16.2	2.3	81.5	32.6	6.8	164	NA	NA

ACHIEVEMENT TRENDS: PERCENTILE SCORES[1]								
GRADE	9		10		11		12	
SCHOOL YEAR	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74	1974-75	1973-74
PUPILS TESTED			1000	969*	761	703*	538	435*
READING MEDIAN			32.0	8.5*	32.0	10.4*	36.0	11.2*
MATHEMATICS MEDIAN			32.0	7.8*	34.0	9.0*	38.0	10.2*
NATIONAL NORM	50%	50% 9.8	50%	50% 10.8	50%	50% 11.8	50%	50% 12.8

DIFFERENCE IN EXPECTED AND ATTAINED MEANS – 1974-75[2]								
SUBJECT	READING				MATHEMATICS			
GRADE	9	10	11	12	9	10	11	12
DIFFERENCE		-0.2	+0.2	+1.6		-1.8	-1.9	+0.4
PUPILS TESTED [3]		747	604	445		748	605	444

1. In 1973-74 one-half the schools were administered the "Old" Stanford test. All schools received the "New" test in 1974-75. An asterisk (*) denotes the schools taking the "Old" test in 1973-74. Scores on the "Old" test are in grade equivalent units; on the "New" test scores are in percentile units which are more appropriate for grades seven through twelve. The two types of scores cannot be compared to one another, but each may be compared to the appropriate normative value.

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541

PERCENTAGE DISTRIBUTION
OF READING STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	05	16	23	15	16	14	06	03	02
11	07	17	17	17	15	14	08	04	02
12	05	15	17	17	20	13	09	03	02
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH COMPUTATION STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	03	16	22	21	17	09	06	05	01
11	05	11	20	20	20	10	10	02	01
12	03	13	17	18	19	12	11	03	03
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

PERCENTAGE DISTRIBUTION
OF MATH CONCEPTS STANINES
BY GRADE LEVEL

GRADE	1	2	3	4	5	6	7	8	9
7	--	--	--	--	--	--	--	--	--
8	--	--	--	--	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--
10	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0
NATL NORM GRP	4	7	12	17	20	17	12	7	4

STANINE

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